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CLEARING HOUSE



January

THE PUPIL'S
RESERVE

EDITOR: BIRKENDALL

Vol. 1

Truth About
READING

EDITOR: BEECHER

The Faculty
PATTERSON

Led Iowa Fight
W. ANDERSON

1943

Community Chest . . . How
"Foreigner's" Child and
High's Plan . . . Fargo
Guidance . . . The
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MODERN
SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

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The Clearing House

A journal for modern junior and senior high schools

VOL. 17

JANUARY 1943

No. 5

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

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A journal for modern junior and senior high schools

VOL. 17

JANUARY 1943

No. 5

MELTING

Tested methods of initiating counseling relationships

the PUPIL'S RESERVE

By LESTER A. KIRKENDALL

COUNSELORS are sometimes baffled by the problem of initiating counseling contacts with pupils who need help yet who seem unable or unwilling to come to the counselor for assistance.

These counselors express their perplexity by remarking that the very ones with whom they should counsel are those whom they have no techniques for reaching. How can pupils needing assistance be brought into a counseling relationship without seeming to be dragged in? The ability to make a counseling relationship appear to be entirely voluntary, even though it is carefully planned, and developed according to definite principles, is an important asset to a counselor. There are several devices and certain situations which a coun-

selor, if he has tact, understanding, and a genuine interest in people, may use to initiate counseling relationships.

With practice and experience a good counselor can usually establish contacts with pupils without seeming to be intrusive or compelling. In fact, an able counselor may be so skillful in initiating and carrying forward a counseling relationship, that the counselee will never be aware, even after it is closed, that it was a definite counseling relationship.

The skill mentioned in the examination paper of a student in New York University School of Education, writing about the counseling program of the Providence, Rhode Island, schools as he remembered it, represents the acme of experienced counseling. He said:

"I had never realized when discussing my problems and viewpoints with my counselors in junior high that they were following a definite, scientific procedure in handling my individual case. I never understood, although I can readily see it as I look back now, that they had evaluative criteria by which to judge the success of their efforts.

"I never realized that the reason I confided so readily in them was a result of their planning it that way and not because I liked them as individuals and considered them as older, more understanding friends.

—*—

EDITOR'S NOTE: *Sometimes one of the counselor's biggest headaches is the problem of getting under a pupil's skin—of establishing a frank and informal relationship in which the pupil's personal problems may be discussed. This article explains a dozen methods of achieving that happy stage in difficult cases—all based upon the author's experience. It should be of interest to classroom teachers and administrators as well as counselors. Dr. Kirkendall is head of the Division of Educational Guidance, University of Oklahoma, Norman, Okla.*

In short, what I considered a series of natural accidents had been planned and prepared for carefully and scientifically before I had even appeared on the scene."

What techniques and circumstances may be made to constitute "a series of natural accidents" leading so smoothly into counseling?

Questionnaires, tests, interest blanks, and rating scales which measure personal abilities and characteristics are very helpful in establishing rapport with students. My first guidance work was with an eighth-grade social-studies class in which I initiated the counseling relationship by means of personality inventory.

Soon after the beginning of school I became aware of the need for counseling with some of the pupils, particularly concerning personal habits and characteristics. Accordingly, I arranged a unit on factors affecting vocational success which I introduced about mid-year after I had come to know the pupils well, and they also knew me. In the course of the discussion, personal attributes influencing vocational adjustment came in for consideration. For one class period I secured a personality questionnaire and discussed its purpose and value with the pupils. Before the period was done, the pupils were eager to take the instrument themselves. I agreed to secure and score copies for each individual.

After the questionnaires were scored, I announced that the pupils might call at my office to secure the results. These results I volunteered to interpret and to discuss with them if they wished. The result was that every one of the pupils asked for his questionnaire, an interpretation of the results, and suggestions for improvements. And the procedure had been so arranged that the request for counseling came from the pupil, not the counselor.

The eagerness with which people mark personality quizzes and interest inventories, and buy literature on personality improvement, is evidence of the extent to which this

approach appeals to most of us. I have very seldom found it to fail as a means of securing the interest of prospective counselees. Sometimes, in fact, the freedom in discussion which is established by taking a questionnaire or inventory is the chief value in using the instrument.

Often a definite turning point or crisis in the life of an individual may be utilized as an opportunity for initiating counseling relationships. The counselor must be alert for evidence of situations which have a high degree of significance to the prospective counselee.

An individual who has suffered some kind of failure or defeat is often very ready to talk over his problem with a sympathetic, discerning, and understanding person. The failure of a pupil in a course, his elimination from the cast of a play, the loss of a job, or failure to be chosen for some particularly cherished honor often serves as an excellent opportunity for developing a counseling relationship. While working as student council adviser, I found that the defeated candidate for the council presidency never failed to be concerned with the reasons for his defeat. Such situations provide an opportunity to change failure into a learning situation which may lead to major achievement.

Another turning point may be the challenge of a major responsibility. Just as his defeat for the student council presidency brought around the president-reject, so did his success at the polls bring around the president-elect for a discussion of the policies and problems which he would face as president. Certainly, if the pupil did not seek to discuss the problems of this responsibility with the counselor, it would be exceedingly easy for a counselor to initiate a contact on this basis. A major responsibility is sobering and challenging, and the person who faces it is usually concerned by the task which confronts him.

The possibility of stimulating pupil growth by extending responsibility and

working with students on problems growing therefrom is a potent argument for making student offices and student activities in general mean more than they do in most schools.

Pupils also accept favorably an objective analysis of achievement, potentialities, and shortcomings (in that order) after concluding some project successfully. For example, pupils who have finished the task of organizing and sponsoring a social event, who have led a round table, or who have served as chairmen for meetings or programs are usually very eager for praise, and also for suggestions for improvement. If the counselor will find something in the performance which merits commendation, he may then use that as a foundation to indicate possible points for improvement and for further counseling.

Often potential counseling opportunities are opened if a counselor will point a pupil toward a higher goal and encourage him to achieve it. The stimulation of a pupil to think of his potentialities in terms of school leadership, community leadership, or professional and vocational competence, if done under the right circumstances, calls for objective appraisal of assets and deficiencies. There are very few persons who fail to respond to the challenge of trust and confidence. Once they believe that people have confidence in their abilities to achieve a higher goal than they have set for themselves, they will practically always be eager for suggestions of help, and especially help which will guide them in greater attainment.

An approach to the prospective counselee on the basis of occupational placement is usually an easy way to initiate counseling relationships. In discussing the problems of vocational success in class, I usually say that those who later feel that they would like to use my name as a recommendation should let me know now so that I may be able to become better acquainted with their abilities and interests.

Usually from ten to twenty per cent of the class indicate their interest in having me serve as a recommender. I agree to do so and then suggest that if I may have the privilege of discussing with them, now or later, any conditions which might affect the quality of their letter of recommendation, I will be able to write a much better letter for them. I have never yet had a pupil fail to respond enthusiastically to this approach. They have, all of them, seemed very eager to have someone to counsel them in this capacity. In my experience some very valuable counseling contacts have been established on exactly this basis.

The use of vocational literature or vocational films is often helpful in establishing counseling relations, since authors and producers emphasize the importance of an analysis of personal qualifications. Once the pupil has grasped this point, the counselor is in a position to encourage the pupil to carry out that kind of an analysis with respect to himself.

The use of literature is another way of establishing counseling relationships for all types of problems. I have used this technique repeatedly. Pupils are often eager to read books relating to problems which they face. When a book is given him, the situation may be so arranged that when the counselee returns the book, a discussion takes place which leads naturally and easily to the particular problems which disturb the pupil.

Every counselor needs books, pamphlets, and articles on various problems, not only to give individuals needed assistance, but also to provide an avenue for initiating counseling contacts.

Obviously, speeches and movies will provide the same opportunity for establishing rapport as does literature. The basic need is to get the pupil to react in an objective way to some situation very similar to his own, yet one which is relatively impersonal to him. The opportunity for the counselee to discuss in an impersonal manner a situa-

tion somewhat similar to his own and to see the counselor accepting such a situation objectively and on its merits, will give the counselee encouragement to venture on the discussion of his own problems.

A school counselor may use still other devices to break down the barriers to free discussion between counselor and counselee. He may some time ask certain pupils for suggestions for the improvement of the counseling program. Upon what subjects do young people most need help? What books from a bibliography would be desirable books to purchase for a student library? What problems would he like to have discussed in classes or in group counseling? When the pupil is given a chance to suggest improvements and procedures, he is often interested in explaining the basis for his suggestions. This in turn leads often into a discussion of personal experiences and problems. This method also serves to give the counselee prestige. It affords him an opportunity to establish himself with the counselor as an individual of importance and status.

I have used with good effect a check list of some twenty different problem areas with pupils who have an interest in entering a counseling relationship. The pupil is asked to check those on which he would like help, or upon which he would like reading material. If the pupil checks any particular problem area, then the counselor may simply assume that the counselee desires assistance on that particular point, and go directly ahead in counseling without further skirting of the problem.

If the pupil fails to check some problems which seem significant for him, the counselor need not regard the failure to check as a final rebuff. He will simply have to find some other approach to initiate the discussion.

In group counseling a question box will often be effective in breaking down barriers. I have often used this as a device in group counseling with boys on sex prob-

lems. To overcome the hesitancy to ask questions openly either in group or in private with the counselor, I suggest the use of a question box in which questions may be placed unsigned.

Even then, there is often much hesitance. This may be overcome by referring several times during the discussion to specific questions which individual boys have asked through the use of the question box. These specific questions should be among those which the pupils will likely find most difficult to ask. This usually breaks down the barriers so completely that the question box receives those questions which the boys want most to ask. Or read a question or two which are direct and straight to the point, letting the impression exist that these, too, came from the question box.

I have never failed, by the time two periods of group counseling were done, to have complete freedom in the group in regard to handing in questions. Usually an almost equal freedom exists for individuals to come to the counselor personally, and a remarkable degree of freedom will exist in the questions asked in the group. Often a question asked by some individual in the group necessitates a personal conference in order to secure further details and to give the necessary assistance.

Depending upon the counselor, his position in the school, and his relations with other teachers, one often finds counseling opportunities through having other teachers refer pupils to him, or through the development of certain class exercises.

An English teacher might find a good many openings for needed counseling through the papers which he can ask pupils to write. Topics such as "A Worry Which I Have Experienced," "A Daydream of Mine," "My Most Interesting Experience," "My Plans for the Future," or "What I Want from My Vocation," will from some pupils elicit responses which will lead to further counseling. Nor does this device need to be limited to teachers of English.

A counselor must be genuinely interested in working with pupils, and he must also be alert to opportunities to show that interest. Often before a pupil who needs counseling will talk freely, he must be convinced of the genuine interest of the counselor. Every opportunity should be grasped to go on hikes with pupils, to participate in some of their games and activities, to hold informal chats with them in the hall or after school, to walk with them down the street, or to visit with them in their homes or the counselor's home—all this, of course, if the situation can be made to express a natural friendly interest. For the counselor to intrude will usually destroy rapport.

There are several devices which the counselor may use in teaching or in private conversation which will help to break down barriers to free conversation. A reference to the cases of other individuals (names or identity never divulged) with whom the counselor has worked often leads the pupil to feel that he is in no sense unique in his problem. It also establishes the counselor as an individual with enough experience and background that he can help the pupil, and as one who will not be at all surprised at the counselee's story.

The strict observance of anonymity also gives the pupil assurance that he himself will be accorded the same respect. I have often had pupils stop after class to open a counseling contact on the basis of some reference to a case in class:

"That second case you mentioned certainly sounds like mine. Why, I—"

Counselors are often cautioned against making any reference to their own personal experience. There is a real danger in such references if they tend to degrade or lower the counselor in the esteem of the counselee. Yet, a dignified, appropriate reference to one's own personal experience often succeeds as nothing else can in breaking down the last barrier in securing confidence.

When the counselee feels the counselor is human, that he has had enough personal

experience to understand and sympathize, and that he has found the way to the amelioration or the solution of a problem similar to his own, then there can scarcely be any further barrier to free discussion. One always likes to feel that the person to whom one is talking is human enough and understanding enough to have an idea of the feelings and emotions which one is experiencing. While references to personal experiences must be made skillfully and at a fitting time, they can nevertheless often be used effectively in initiating a counseling relationship or in establishing rapport.

One or two cautions should be noted in closing. First, the counseling relationship should be initiated only for the purpose of assisting the pupil; not for the purpose of securing emotional satisfaction, or for the satisfaction of idle curiosity. No counselor should exploit the pupils or their problems for his own personal satisfaction. The counselor-counselee relationship is as much a professional one as is the doctor-patient or lawyer-client relationship.

Second, counseling should be more and more a friendly, comradely approach rather than a formalized, routinized matter of office interviewing. The techniques mentioned in this article are adapted to the first concept of counseling. Some of the best counseling a counselor can do may be done on a hike, an athletic trip, in a friendly conversation with the pupil after school, or during a walk home. This does not imply that office counseling or regularly scheduled interviews are useless. These are essential in the program of any busy counselor. But the good counselor will not lose the spirit of the friendly, informal counseling situation.

Any counselor who uses imagination and ingenuity, and who utilizes situations as they arise, can scarcely avoid having more counseling than he can handle. And with increasing skill in counseling, he can usually find the way to unlock the gate to a needed counseling relationship.

REED MAITLAND vs.

*Pupil Case
No. 13*

THE FACULTY

By EMMA L. PATTERSON

THE TWENTY-FIVE teachers of Belden High School were holding their annual conference over elections to the honor society. They discussed every student whose scholastic rating made him eligible, each teacher bringing forward whatever information, favorable or otherwise, he wished to offer.

When Mr. Harkness, the principal, read the name of Reed Maitland, Miss Washburn noticed that there was a murmur of disapproval. Nevertheless, she spoke up quietly with the statement that as sponsor of the school paper she had worked closely with Reed and that she felt he was distinctly of honors calibre.

"His attitude in class is bad," broke in Miss Hazlitt. "He wants to argue about every statement that is made."



EDITOR'S NOTE: Miss Patterson contributed the first pupil case history in this series—"The Case of Edward Finchley", published in the November 1939 issue. About Reed Maitland she told us: "The matter of electing pupils to honor society is a big headache to our faculty every year. Some outstanding candidate always gets blackballed and a number of mediocre pupils are elected. In this story I have tried to describe the situation. Reed Maitland is a composite of two boys in our school who failed to 'make it'. I am aware that there are two problems posed here—one that of the teachers and the other that of the boy himself—but they seem to belong together." Miss Patterson is librarian of the Peekskill, N.Y., Public Schools.

"I always feel as if he was laughing at me," Miss Keller confessed.

"Don't forget he's third highest scholastically in the entire class," Mr. Harkness reminded them.

"I don't care what all he is," flung out Miss Knapp. "I'll never vote for anybody who sneers at me the way that boy does."

"That sneering manner is a sort of defensive pose," remarked Mr. Tait, the guidance counselor. "If you look behind it, you'll find a boy who isn't sure of himself and who feels the world is against him."

"That may be," conceded Mr. Evarts, "but we can't elect a fellow to honor society just because there's a good reason why he is a social misfit."

"Let's not lose sight of the four qualifications on which we are judging these people," Mr. Harkness urged, "scholarship, leadership, character and service."

"I must say he has the most scholarly mind of any student I've dealt with for years," volunteered the science teacher, Mr. Lockridge. "He accepts nothing without questioning it and he'll go to the bottom of any problem no matter how long it takes."

"Well, take leadership and where does Maitland rate?" Mr. Evarts challenged. "Most of the other kids hate him."

"They made him editor-in-chief of *The Slate*," Miss Washburn countered.

"Oh well, that was for his ability. We won't question that."

"Isn't organizing ability a large part of the quality of leadership?"

"Look here, Charlotte," Miss Hazlitt broke in, "can you honestly say you like the boy yourself? You know him better than

most of us, and if you will say that you really like him, I'll change my mind and give him my vote."

Miss Washburn hesitated.

"It isn't a question of how any of us may feel toward him personally, is it?" she asked at last. "The point is: does he qualify for this honor? I think that he does."

"There, it's just as I thought!" exclaimed Miss Hazlitt triumphantly, "You don't like him yourself. Well, anybody who is so unpopular must have some serious defect of character."

"Perhaps you are right," Miss Washburn agreed reluctantly. "On the other hand, I sometimes wonder if what we resent in Reed's attitude isn't his too accurate and unflattering judgment of us. He's keen and has a certain integrity of mind, as Mr. Lockridge has said. When we don't measure up in his opinion, he has so little tact as to show it. We can't take it."

"Why doesn't he turn some of these marvelous analytical powers on himself?" growled Mr. Norton.

"He does," replied Mr. Tait. "His dissatisfaction with himself, as I said before, is the basis of his whole trouble."

Miss Knapp tossed her head. "When you get all through making excuses for him, he's just a very rude insolent disagreeable boy," she maintained, "and I for one refuse to vote for him."

Out of a silence Mr. Harkness asked, "Any further discussion of Maitland? If not we'll go on to Marion Owen."

Reed Maitland was not elected to the honor society.

• • •

After the initiation ceremonies which were held in assembly on Friday afternoon, Miss Washburn returned to her classroom. She was just settling down to some work in the after-school silence when Reed Maitland shambled in. He was wearing the grin which was so habitual with him as to indicate nothing concerning his mood. Miss Washburn felt the usual surge of aversion

welling up within her at his presence but she stifled it under a welcoming smile. She wondered if there had been such a painfully gawky creature since Ichabod Crane. Nothing about him seemed the right size for anything else and he handled his various appendages as if they had just been assembled that morning.

"Wanta see the headlines for the assembly program writeup?" he demanded abruptly, thrusting a sheet of yellow paper onto the desk.

Miss Washburn read in smudgy penciled print, "Fifteen faculty stooges initiated. Annual herd of yes-men (and women) inducted in colorless ceremony."

She pushed the paper aside. "Very funny," she remarked coldly.

"Well, isn't it the truth?" Reed demanded.

He was leaning on the desk and letting his legs sprawl out indefinitely behind him.

"Stand up, Reed," she told him.

He pulled himself into something approximating a standing position.

"It's a good thing they had big labels up there on the stage," he continued. "Otherwise nobody'd ever have guessed what that crowd was supposed to represent. Character, leadership. Good gosh! That bunch of little girls couldn't any of them lead a kitten to a bowl of milk!"

"They weren't all girls," protested Miss Washburn. "There were some boys."

"Yeah. You know how those guys got into honor society? They did their homework every day and laughed at the teachers' jokes. Heh! Heh!"

This latter ejaculation was Reed's favorite expression of amusement. It seemed to be an imitation of the mirthless chortlings of a villain in a melodrama and always irritated Miss Washburn exceedingly.

She considered the boy as he stood before her, swaying slightly from side to side and fingering a pimple on his face.

"Reed, I'm sorry you're taking it this way," she said.

"Taking what?" he asked too quickly. "Oh, you mean my not being elected. Shucks, you don't think for a minute I care about that, do you? Why, I wouldn't—"

"Wait, Reed," Miss Washburn interrupted. "Suppose we consider for a minute just why you weren't elected. Do you know why?"

"Oh sure. The teachers don't like me. I know that all right. But I should worry about that. They're just a bunch of—"

"Now, Reed!" she broke in again. "You're too smart a boy to spend your life kidding yourself. Why don't you face the facts? When you fail, it's always somebody else that's to blame. The teachers are a bunch of so-and-so's. The honor society is made up of namby-pamby girls. That's your story and you've been stuck with it ever since I've known you. Now shall we try to find out what's the matter with *you*? Or can't you take it?"

Reed swung away from Miss Washburn's searching eyes and shuffled across the room, coming to a halt before the window where he stood staring out and cracking his knuckles.

"I know what's the matter with me all right," he muttered. "The teachers don't like me and neither do the kids, most of them. I show them up. It gets them sore. But I don't care—"

"Of course you care," contradicted the teacher sternly. "Only a fool wouldn't care whether or not people liked him. Now why don't you snap out of it and really work at making yourself liked for a change?"

Miss Washburn paused for an answer, but the lanky back was rigid. Even the knuckle-cracking had stopped.

"Went too far again as usual, Charlotte," she commented to herself.

The silence pulled thinner and thinner.

Then a voice with the timbre of Reed's but lacking all his customary sarcasm and bombast asked, "What is there about me for anybody to like?"

Miss Washburn stifled a little gasp. She made a move to rise from her chair and rush to the boy's side. She wanted to drown the sound of those too revealing words with a babble of protestations. But she didn't.

"Aren't you looking at things from the wrong angle, Reed?" she suggested lightly. "We don't like people for their charm and beauty and all that, do we? We like them mostly because they like us."

The boy tossed up his head with a sudden surprised gesture but did not turn.

"Think over the people you really care about," Miss Washburn continued. "Why did you begin to like them? Wasn't it because they showed an interest in you?"

Then Reed swung about and his face without the mask of selfconsciousness was almost attractive. "You've got something there, Miss Washburn!" he exclaimed.

"Well, it's worth thinking about," said the teacher with a smile.

"I'll do that," he agreed, crossing the room. "And in the meantime I'll write a new headline for that story."

Taking up the sheet of yellow paper, Reed started to tear it across but paused to stare at it abstractly.

"Just the same, what I said is true," he insisted suddenly. "I don't have to stop trying to see things the way they really are, do I?"

"By no means. More power to you on that score," Miss Washburn replied. "The thing is to avoid having your personal feelings creep into your judgments." Here she also fell to gazing at the sheet of paper. "That's the thing we must all try to do," she added thoughtfully.



Even war has its advantages. It used to embarrass me terribly to find an explanation for a child who acted unusually dense or devilish. Now I just call it emotional upset and forget the whole thing.—EFFA E. PRESTON in *New Jersey Educational Review*.

BIOLOGY class led town fight against MOSQUITOES

By

L. W. ANDERSON

SINCE the residents of Nansemond County in Virginia migrated down the fertile lowlands of the Roanoke river in the early seventeenth century in search of rich and plentiful farm lands in eastern North Carolina, the mosquito has been accepted as belonging to the terrain.

The early settlers, of course, thought of this insect mainly in terms of its annoyance. Nearly two centuries passed before people became aware of its role as a malarial carrier, in spite of the fact that sickness and death stalked the surrounding countryside regularly each year, particularly in the late summer and early fall.

In the course of time, many people learned to screen their homes and some few saw to it that their land had the proper

drainage. But concerted community action to destroy the mosquito breeding places was rarely given a trial because of the magnitude of the job.

Inhabitants began to rely wholly on quinine as a curative drug and all thoughts of prevention were relegated to the backs of their minds—that is, until the pupils in a wide-awake biology class in the Robersonville High School worked out a unit on malaria under the direction of its science teacher, Ruth Fain Moser.

The unit initiated by this class of 35 pupils so convinced the community the problem could be solved, that the Robersonville Town Council voted to give their plan a trial.

Although the program has been in effect less than a year, residents of the community have noticed a steady elimination of both pests and disease.

The unit on malaria really grew out of a much larger unit on Communicable Diseases which had as its basis a realization on the part of teacher and pupils of the need for strong bodies and good health—especially during the war emergency. However, after a survey among the entire student body, malaria was ferreted out as the chief local offender.

It was found that 38 per cent of our pupils had been affected by this disease within the past five years. Naturally a study of malaria claimed the attention of the group and thus emerged the unit on the "Prevention and Control of Malaria in the Robersonville Community".

The groundwork for a unit of this type, practical and capable of local application,

EDITOR'S NOTE: For decades Robersonville, N.C., where the author is principal of the high school, had been plagued by mosquitoes and malaria. People couldn't sit on their lawns on summer evenings. And at the time of this project, 38% of the high-school pupils had been affected by malaria within the previous five years. How the pupils in one biology class studied the problem and campaigned for the fight that brought about a more healthful community is told in this article. This is more than an account of a unit on malaria. It is one of those stories of pupil-inspired community action that CLEARING HOUSE readers like. Civic action by pupils can take many directions. If there is such a story in your school, we hope you will submit an article about it, or correspond with us.

required careful planning and considerable study. To facilitate the investigations, the class was divided into committees, each of which took the responsibility of specializing on definite assigned problems and of reporting periodically on the progress made.

Investigating the history of malaria, discovering its causes, learning its symptoms, discussing its treatment, investigating its effects on the body and mind, and devising methods of stamping it out, were a few of the major problems which required intensive study from selected reference books. But in general, it was found that the best materials on the subjects were more readily at hand in releases from various state boards of health and in current health magazine articles.

Committee reports were made to the class as one group. The first committee gave a report on the history of malaria, in which the wonderful work of pioneering doctors and scientists in combatting the disease was stressed.

The second committee reported on the causes of malaria by showing how a certain kind of infected mosquito bit the human body and transmitted into it a tiny microscopic parasite. A differentiation was made between the pest mosquito and the malarial mosquito. Charts and drawings were used to illustrate the life cycle, habitats, and habits of the anopheles, culex, and aedes mosquitoes. Specimens of each were carefully observed under the microscope.

Another group of pupils interviewed doctors and devised standards for recognizing symptoms of the disease. Still another group interviewed a doctor and secured directions for taking quinine. One pupil prepared an exhibit of quinine and made an interesting report on the history of the drug.

Following the collection of knowledge and materials relating to the general aspects of malaria it was decided that something definite should be discovered regarding the effects of the disease in the Robersonville

Community. Surveys of pupils and families were made to determine the incidence of the disease. These surveys offered data which, when assembled and charted, told a story that needed little comment.

Maps were drawn of the entire county and of this community in particular, showing the habitats of the insect among the swamps, ditches, and creeks. A local pond of sizable dimensions located in the corporate limits was included as the chief breeding place, and even overgrown and weedy lots were shown. Further evidence was photographed by the Camera Club.

Surveys, with the consent of the property owners, were made of nearly every home in the community to determine to what extent weeds, rubbish, tin cans, and improper drainage might be contributing to the propagation and harboring of the insects.

Advice and help from the Martin County Health Department was welcomed. The County Sanitarian was invited in several times to present his data on local conditions and to make suggestions. His use of slides was particularly beneficial. The County Health Doctor gave his time unstintedly. And it was on one of his visits to the class, when he made the remark that he considered malaria a disgrace because it could be controlled, that the idea was born that the class itself might take the lead in ridding the town and surrounding district of one of its greatest drawbacks.

Further motivation was unnecessary, for it seemed that every pupil was fully awakened to his civic responsibility. Realizing, of course, that their job had its limitations and would require more effort than ever, the pupils accepted the challenge with enthusiasm and courage.

As a first step in getting attention focused on the job they wished to do, the pupils talked over their plans with the citizens of the town. Many of these citizens, though civic minded, were not so easily convinced that a group of youngsters knew enough to solve a problem which required so much

scientific background and for which they themselves had never found a satisfactory solution.

At first some of the citizens doubted the sincerity of the pupils. Others, though not openly critical, were suspicious that the program might cost them too much as taxpayers. Some few were against the proposals of the pupils because it was a habit with them to oppose anything someone else suggested.

By far the greater number of the citizens, however, were helpful and expressed with conviction their willingness to stand behind the youngsters. These same citizens helped the pupils to map their program of publicity and to devise their plan of action.

After the cooperation of the civic and health agencies was obtained and a great deal of publicity was given to the work of the pupils through the medium of the local newspaper, a request was made to the town commissioners that the pupils be allowed to appear before them. Finally upon the day set by the commissioners, the pupils armed with their evidence in concrete form and with the backing of their parents and friends, appeared in the Town Hall and presented their case with self assurance and convincing argument.

Brief talks by the pupils explained all of the important aspects of the mosquito and its effect upon the lives and happiness of people. Diagrams, charts, maps, and photographs were then passed around among the commissioners for their consideration. Letters from the local doctors were read, and several important citizens stated what they would like to see done. And finally at the conclusion of the program, the following letter was read and presented:

We, the Biology Class of the Robersonville High School, desire to go on record in making the following request: Because of the prevalence of malaria in our community, its attendant harmful effects upon us both physically and economically and because of the threatened shortage of quinine, which is used in its treatment, wish to request our City Board of Commissioners of Robersonville to take

steps toward the prevention of this disease.

As this can be done only by destroying the mosquito habitats, we suggest that where draining cannot be done effectively, oiling be employed. Oiling may be done either by means of a drip gun or a hand spray. We also suggest that private property owners be compelled, either by request or ordinance, to eliminate all mosquito breeding places on their property. We believe that if the above steps are taken our community will be a better place in which to live.

Respectfully yours,
The Members of the Robersonville
Biology Class

The town commissioners thereupon went into executive session, and in the presence of the class and the citizens approved the resolution, and thanked the pupils for their civic interest. By majority vote of the commissioners it was decided to secure the services of the Martin County Sanitarian and an engineer from the State Board of Health in determining the extent to which draining and oiling were necessary. At a later meeting and after a report by these authorities, the town commissioners provided funds to purchase portable spray guns and the necessary oil, and to pay two men to do the spraying. A law was also passed compelling all citizens in the corporate limits to clear all property of tall weeds, trash, and containers in which mosquitoes might propagate and hide.

During the past summer nearby towns reported mosquitoes thicker and more bothersome than for a long while. But the Robersonville locality enjoyed a freedom from the pests never remembered in the history of the town. People who lived near the pond no longer had to burn smudge pots—and throughout the community residents enjoyed the peace and coolness of their lawns during the early evenings.

Success, however, was not instantaneous. The workmen who did the spraying reported that at first they could hardly get near enough to the ditch banks to do their spraying for the literal swarms of mosquitoes which blanketed them. As the larvae were destroyed, though, the workmen were

able to do their spraying more efficiently and with less discomfort.

Evidence began to pile up that the pests and harbingers of disease really were being eliminated.

Interesting is the town manager's recent report that the cost of this project was negligible—a mere \$300 for equipment, oil, and the necessary labor above the regular town force. He also stated that with the cooperation of the North Carolina State Board of Health, he hoped to enlarge the program to include outlying districts in the township. Evidence is also mounting that the community health bill, usually enlarged each year during the fall months when malaria claims most of its victims, is decreasing this year, even though areas outside the town limits were not touched by the initial program.

Thus the pupils of one science class have influenced the community in which they

live, through their civic pride and their devotion to a cause, to take steps to rid itself of a factor which has long made this section of North Carolina poor and unhealthful.

Where the influence of that one class and its teacher will end no one knows, but the dominating aim of the unit has been achieved. Every member of the class has become conscious of the value of good health, which partially can be brought about through the prevention and control of communicable diseases, whether it be malaria or any other. They have also developed attitudes, special abilities, and an understanding of community problems, which has prepared them to be concerned now with the world in which they live.

Truly it may be said that learning to them means more than the mere pigeon-holing of knowledge. It means using that knowledge for the betterment of mankind!



Ten Neighboring Superintendents Get Together

The superintendents of ten schools in the Millcreek Valley area, just outside Cincinnati, Ohio, have organized a Valley School Administrators' Association which is proving a real benefit to each district represented. These men get together once a month, lunch in one of the school cafeterias, and then meet in some room in the school for an informal discussion of their common problems. . . .

The advantages of getting together to exchange information and advice has been demonstrated many times. At a meeting last year the cost of lighting was discussed, and when comparisons were made one superintendent found that the electric company had given him a different rate from all the others. By taking this matter up with the gas and electric company, he was able to make an adjustment and thereby save \$400 on this one item. . . .

At another meeting the members found they all felt the lack of adequate psychological service, so they clubbed together and engaged Dr. Elizabeth Seeberg, a trained psychologist, whose services are

now prorated according to the number of pupils in the different districts.

The meetings, which are usually held in the different school buildings, provide an opportunity for inspecting and discussing the various plants. The October meeting was held in the new school library in the Elmwood School, and the discussion turned to the best methods of operating a school library, kinds of books used, and costs.

Often legal questions are brought to these get-togethers, and frequently the answer is given by someone in the group. This fall one of the members was working on a campaign to raise a 3-mill extra levy. The group pooled their information and advice, and sent material from their files for his use. . . .

The members of the association not only derive a personal satisfaction from the discussions and meetings; they feel that they are serving their section of Hamilton County a little better because of this teamwork among administrators.—WILLIAM SLADE, JR., in *Ohio Schools*.

The Truth About REMEDIAL READING

By WILLARD BEECHER

SUCH A WEALTH of hokum and mythology has grown up about the problem of the non-reader that the classroom teacher has been intimidated. The result is that he has come to believe that there is something esoteric involved and that only those who have supernormal powers (remedial experts) can solve the riddle for him when he is confronted with a child who "cannot learn to read".

In such a situation, the teacher just goes limp and helpless for fear of making a mistake. The child is passed from one hand to another and becomes more frustrated and "backward" as the difficulty progresses.

It is time some common understanding is thrown on the problem of non-readers so that teachers will regain an attitude of courage and responsibility toward them. Unless a child is definitely subnormal in all or very many respects, there is no known reason why he can't learn to read *when he wants to do so!*

But it is nevertheless the teachers' job



EDITOR'S NOTE: *The author believes that a good part of the remedial reading techniques which have flourished so mightily of late are busy work. They are busy work with which we can salve our consciences and not have to bother with digging into the pupil's personality, where the key to his reading difficulties is to be found. Here Mr. Beecher gives some pointers for any classroom teacher to use in handling the remedial cases within reach. The author is a consulting school psychologist, 3278 Wilson Blvd., Arlington, Va.*

to see that obstacles to that desire are removed as *quickly as possible*. This task can be accomplished by any teacher who is sincerely interested—and it requires no mysterious rituals at all for its accomplishment.

First we must understand that learning to read (or learning to do anything, for that matter) is finding the knack of it! We are all familiar with those metal-ring puzzles that come apart only when one has fiddled with them long enough to catch onto the trick. One does not succeed even if told how to do it until he has fumbled with the thing long enough to get the feel of it. If patience does not give out and if no one makes serious fun of our initial attempts, we usually keep at the job till we find the trick. Then we can do in the dark what was formerly a very "difficult" manipulation!

"Learning to read" is just like discovering the knack of a puzzle. No one can make the complicated eye-brain, comprehension associations involved, for us! As long as we "play around" with the problem and do not lose *courage and interest*, we will finally stumble onto the trick of making wavy lines on papers "speak" to us. But it is the twin factors of courage and interest that are lacking in these children who "cannot learn to read".

In every case, something has happened to damage their *confidence and curiosity* about the problem while it was still in the bud. Some mis-handling at the start caused them to give up before they got the *knack*. Early failures induce them to reject the whole problem and they spend time and energy trying to *avoid* instead of mastering

it. In short, they throw the baby out with the bath-water, and refuse to deal with the painful problem longer.

We all know from our own experience in life that when we feel hopeless about anything we open the door to all kinds of other feelings of inferiority and self-reference. In this frame of mind, we are licked before we start. Only if something gives renewed life to our curiosity and interest do we regain the courage to tackle things and stay with them to the end.

It is obvious then, that the one great task of a teacher is to restore *emotional tone* in these cases and to let the reading itself be pretty much a *secondary consideration* until the feeling of social equality is restored to these humiliated victims.

What actually happens however is that the teacher hammers and pounds away at the reading itself. This irritates him and he flies in fury at the child when he has given him the same word a dozen times. The child, on the other hand, gets more sullen and hopeless under attack and his mind centers more firmly on his *damaged feelings* instead of being freed to "remember". A vicious circle is widened instead of broken. Both the child and the teacher are more convinced of their pessimism at the end of the lesson!

What we neglect to remember is that we learn only when we approach a problem with a spirit of interest—as if it were pleasant and amusing. All "learning under duress" is forgotten as soon as the muzzle of the gun is removed from our head. (If this were not so, how else can we account for forgetting all those "required" subjects that we once learned but never cared about!) This means that we must revive the spirit of play in the child who has been convinced—lo, these many years—that nothing about reading could possibly be pleasant. It surely hasn't been pleasant for him and unless we can make it a game, little will be accomplished.

The mistake which is almost always sure

to be made by teachers is to get a book on the child's "reading level" instead of getting one on his *interest level*. I have seen teachers trying to instruct a child of nine in reading by using a second-grade reader which has sentences such as "John and Mary went to the farm", "They saw the pigs and the chickens", etc. This same child was a devoted follower of radio serials having highly exciting plots and movement! And junior-high-school pupils are given "kid books" to struggle thru!

We can only wonder at the mentality of the teacher instead of doubting that of the child in such cases. How can we expect a child to apply himself to such drivel when his taste calls for stronger meat! (Even babies reject pabulum after the first few months!)

The only hope is to get a story which will grip the interest of the child like a vise—regardless of the "reading level". Read the story aloud until the child is firmly caught by the action and plot—and then oblige him to read as many words aloud as *he* knows. When he shows signs of faltering on an unfamiliar word, give it to him *quickly* so that the *progress of the story is not held up!* In a series of 15-minute sessions thus spent, it will be seen that he is reading more and more fluently and *remembering new words!* Why? Just because he now *wants to go ahead*.

Teachers will object that they have no time for this kind of attention. We need not take this objection seriously, for like the children, we find time to do what *interests us*. There are seldom more than a dozen "remedial problems" in any group. A story exciting enough to grip all can be found, and the same 15-minute period will enable a teacher to handle them as a group if each has his own copy of the story—and I don't mean the "Vision of Sir Launfal". So-called good literature is "out for the duration" until the children have mastered the knack of reading. If the material isn't interesting to *them* as a story, it helps no one. Don't imagine you can inculcate good read-

ing tastes at this stage of the game for there really isn't a Santa Claus.

There are many things which have or may have acted in the past to make a child a reading problem—and generally it is not so very important for a teacher to know them in order to be able to teach the child to read. If he himself finds a way to make a reading period *fun* instead of a continuous pressure of humiliation and defeat for his children, they usually will learn the knack of reading regardless of how they came to get off the track at the start.

But for the teacher's satisfaction, it may be well to mention some of the chief factors responsible for initial derailment and failures.

The chief of these stems from the fact that a very high per cent of individuals is born with motor control stronger on the left side of the body than on the right! This means that *all* body movements are *better executed toward the "good side" of the body*—the left side for them instead of the right. But the world is set up for those born right-sided—and so print goes marching from left to right instead of right to left (as it should go for about 40% of the population).

The natural eye-movements of this group is from right to left so that they scan pages and words "backwards", *not aware that they do it differently* from others. They see the ends of words before the beginning. As a result of this initial confusion they never seem to discover the difference between "saw" and "was", etc.

Because it takes them longer to get the knack (no one has corrected their misapprehension of eye movements and they dare not follow the print line with their fingers) they make more mistakes at the beginning than the other children and therefore encounter more criticism! This introduces the *social factor* of "loss of face", and social degradation in the eyes of contemporaries.

Children are quick to reflect the attitudes of their teachers toward a pupil. As soon

as a group finds that a teacher considers some child a dope, they enjoy boosting their own sense of self-importance by echoing the ridicule of the teacher! Thus the child who makes frequent mistakes soon finds himself in a hostile environment, surrounded by jeers and laughter at his expense. And about this time, he loses interest in reading, math or whatever field he has begun to flunk. As soon as this happens, he pulls his punches further and his downward trend is accelerated.

Any teacher can confirm the validity of these observations for himself—especially those about left-sidedness. Let him ask the "backward children" to wink one eye at him (giving them no hint as to the reason). It will usually be the *left* eye that is employed! Then let him ask them to clasp their hands with fingers inter-laced. He will find that the majority of them lace their fingers so that the *left thumb* crosses the right thumb.

There are many other tests for "preference" of one side of the body above the other. The main significance for the reading teacher is that the eyes of these children need to be trained to move from left to right (instead of toward *their* "good" side of the body). This is easily accomplished by having the child move his finger along under the words or by using a pointer that is moved in the right direction.

It often helps to relieve the sense of discouragement in these children to let them know that they are *not to blame* (are not stupid) but that they will read perfectly as soon as they correct the tendency to "see backward". The whole emphasis, in fact, of the teacher must be to lighten the *sense of defeat and social degradation* which has overcome these children in previous years. This is only done by treating them as equals with other children and *not as cases of doubtful mentality!*

As has been mentioned before, teachers fail to help children in reading because they insist on teaching them reading—apart

from anything to alleviate the *social conditions* in which the child finds himself.

Instead, there is usually endless drill, which bores and irritates both the child and the teacher without helping either. Drill, plus books that would interest no child regardless of age, account for increased resistance on the part of the pupil and the sense of impotence on the part of the teacher. The teacher who would succeed with this type of child must not treat the problem of reading as something *apart from the total personality* of the child and his social status in the class among his peers! The classroom must not be made a place of grim determination to do or die—mostly die. The teacher should explain to all the children that these “remedial problems” are just as bright as other children, except that they have a few unusual handicaps that need “just a bit of special help”. His first task must be to raise these children in the esteem of *all the other children* (as well as his own) so that they do not longer feel or receive *invidious comparisons* from contemporaries!

In this way, then, we reclassify the “reading problem” and in so doing lift him to a higher social status in our own eyes and the eyes of others about him.

The effect is to restore a measure of confidence in him as to the extent of his own powers of accomplishment. When his mind is not filled with the dread of making a mistake, and the ensuing social degradation, it is relatively free to *become interested* in learning the knack of reading. Finding a story that just-wont-let-him-rest-in-peace without knowing how it turns out, provides the *driving power* (interest) to lead him through the hardships involved.

Whatever mysteries take place in the brain itself, we can never know. But under the impetus of a fire of interest and freed from the fear of social disgrace and scoldings, the brain takes care of its own function so that the child catches on to the

“trick” of reading in spite of himself and his former discouragement.

Courage and interest are the *real teachers* of any child or adult. Duress, strain, criticism and fear teach us only to be afraid of more duress, strain, criticism and fear! Some children can memorize at the point of a gun—and some can’t. But everyone learns and remembers what he learns when he is *joyously participating!* (In relation to this point, may the author call attention to a previous article in THE CLEARING HOUSE entitled “What is Work and What is Play?” March 1942.)

This approach to teaching reading may seem frivolous in comparison to the formidable techniques sometimes employed for the job. Teachers who like to make things “hard” for children do not like this simple, humane approach. But in the hands of anyone in whom the milk of kindness is not caked in the breast, it works seemingly impossible miracles.

The great teachers of the human race have all agreed that whatever restores the courage of the individual, restores the individual and makes him whole again! And it is common agreement that only the friendly, *non-authoritarian* approach of equal human beings (love) can give courage to the faint-hearted.

The teacher, then, who can see a “reading problem” as a living child who has been damaged in *self-confidence* (courage) rather than an “It” who lacks mentality, has taken the first step to the solution of the problem. If his years of teaching and frustration have not embittered him hopelessly and made all children seem as enemies, he will develop from his own imagination the countless ways of “making things seem exciting and adventurous” to children.

The teacher who has trained himself to do this little task will have no “reading problems” or other problems in his class by the end of the year. He will have only a band of eager, grateful young people, interested in him and in school.

Boulder Pupils Work for the COMMUNITY CHEST

By T. ELDON JACKSON and LINDLEY J. STILES

THE COMMUNITY CHEST in Boulder, Colorado, has become a reality to junior-high-school pupils. When the board of managers of the chest met this fall, four boys and girls from the junior high schools of this city worked shoulder to shoulder with adults in planning the annual drive for chest contributions. The part these young people played is a recognition of their interest in and support of the activities sponsored by this body.

Two years ago the pupils of the Northside Junior High School, after thoroughly investigating the program of the Community Chest, became interested in doing their bit for this important organization. Since the majority of the pupils were unable to make personal cash contributions of any size, the student council sought ways of raising funds which could be contributed by the school to the annual drive of the chest.

Several plans were suggested, but the one agreed upon involved the creation of teams of students to remove leaves from the lawns of private homes throughout the city. Consequently, leaf-raking teams consisting of approximately eight members each were organized under the leadership of student captains.

These groups canvassed the community



EDITOR'S NOTE: *The junior-high pupils of Boulder, Colo., have won representation on the board of the Community Chest. And they earned that honor by the sweat of their brows. Mr. Jackson is principal of Northside Junior High School, and Mr. Stiles is director of instruction of the Boulder Public Schools.*

for jobs, explaining to each prospective employer that they were working for the Boulder Community Chest and that the funds they earned would be contributed to that agency. In many instances they found it necessary to describe to adult citizens the activities and services of the Community Chest.

So many jobs were secured that one-third of the boys and girls of this one school found it necessary to devote four days of their vacation time to raking leaves.

Stimulated by this activity, pupils in the University Hill Junior High School organized similar work crews to pick apples from trees belonging to the school and from privately owned orchards near the city. The money derived from the sale of the fruit was contributed by that school to the Community Chest at the time of its annual drive.

As a result of the work done by these boys and girls, two pupils from each junior high school were invited to represent their groups on the Community Chest's board of managers. For two years these representatives have attended all meetings of the board and have participated in the organization and administration of its activities. They have reported regularly to their school councils in order that all pupils might be kept in close contact with the various projects that are undertaken by this agency.

The support of these young citizens will be more important this year than in the past, since the Community Chest has added numerous war responsibilities to its already heavy program of social welfare.

Through direct participation in this one

phase of adult living, pupils of the Boulder Junior High Schools are developing concepts fundamental to democracy. A concern for the general welfare, a recognition of the responsibilities as well as the privileges of citizenship, the ability to work together in the interest of a common cause—these are the principles which boys and girls are

learning as a result of their experiences in serving the community.

As the youth of this city strive to make Boulder a better place in which all may live, they are learning to plan together, to be good leaders, to get along with one another and to carry out responsibilities which have been assumed by the group.

* * * FINDINGS * * *

COMMITTEES: The most frequent faculty committees in 246 selected high schools in the North Central Association of Colleges and Secondary Schools are those on Guidance and Curriculum, reports C. A. Weber in *Phi Delta Kappan*. Guidance committees are in 50.5% of the reporting schools, and Curriculum committees are in 50%. Other faculty committees, and per cent of the schools that have them, are: Planning In-service Education, 37%; Extracurricular Activities, 30%; Teacher Welfare, 24%; Grades, Marks, Testing, 23%; Special Teaching Aids, 16%; Administration of the School, 16%; Public Relations, 14%. In 67% of the cases, the committees are appointed by the principal; 8% are on a volunteer basis; 13% are elected by the faculty; and 12% are appointed by the board or in other ways. In 13% of the schools pupils are included on committees; in 4%, parents; in 22%, the principal; and in 85% of schools, teachers other than supervisors or department heads are included.

DEGREES: This is about academic degrees, and who among "leaders in education" have 'em, and who haven't, as reported by J. R. Shannon and Marian A. Kittle in *School and Society*. Are you surprised that 66% of professors (including instructors) have doctors' degrees, and only 40% of college presidents? At the other end, 1% of professors and 4% of college presidents do not have even bachelors'

degrees. Among superintendents of schools, 13% have doctors' degrees, 66% have masters' degrees, and 3% have no degrees. For principals it runs: doctors', 13%; masters', 63%; none, 4%. And for teachers: doctors', 15%; masters', 59%; none, 6%. These figures were obtained by sifting the data on 17,500 names carried in the 1941 edition of *Leaders in Education*, a book published by the Science Press.

SPANISH-FRENCH: In seven of the largest high schools of Virginia, from 2 to 4 times as many pupils now take Spanish as take French. In the smaller high schools of the state, Spanish is on the increase, while French is being eliminated in some. Dr. E. Marion Smith, reporting in *Virginia Journal of Education* on the Spanish-French trend, calls it "sad" and "appalling".

TRANSPORTATION: In some states, as much as 10 to 17% of all public-school expenditure is for bus transportation, reports the U. S. Office of Education. Pupils transported by bus range from 1.6% in Illinois to 37.7% in North Carolina. It takes 93,000 vehicles, most of them motor busses, to transport the nation's pupils. And that calls for 465,000 tires in condition for daily use.

WAR SERVICE: Provisions by 124 senior high schools of California for effective selection of pupils for wartime service are reported by the *California Journal of Secondary Education*. Following are some of the provisions, and the per cent of the 124 high schools that offer them: Efforts to keep youth in school until selective service, 86%; aptitude and ability tests for each pupil, 56%; special guidance for girls into "men's work", 73%; emphasis on need for nurses, 62%; child-care training, 52%; close co-operation with selective service boards, 34%; talks to pupils by army and navy personnel, 75%; guidance service by counselor familiar with military service needs, 40%.

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EDITOR'S NOTE: Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

How Shall Our CHILDREN SERVE?

*A wartime plan to
avoid exploitation*

By

ROBERT K. SPEER and JACK ORMSBEE

THE FIRST INDICATION that we have had in this war of our government's intention to make children a part of our labor force came recently when Selective Service Director Hershey announced that the nation's children may soon be expected to work three or four hours a day in the fields.

Whether a step of this sort will be of vital aid to our war effort, or whether it will in the long run detract from the national vitality, is a question whose answer depends largely upon the manner in which the program for child induction is carried out. Hershey's announcement calls for vigilance on the part of the parents of America, and quick but effective planning on the part of liberal educators who know the child-labor situation well.

Already the war has had a great influence on the child-labor situation, and its disheartening results in that field have been observed again and again by those



EDITOR'S NOTE: *The wartime shortage of adult labor is causing a boom in the illegal employment of child labor, under bad working conditions. In the meantime, it looks as if the government soon will have a plan for drafting children to do farm labor and other emergency work. In this article the authors offer suggestions on a plan for wise and temperate use of child labor in war work. They believe that this is no time to "mount the horse and ride off in all directions". Dr. Speer is professor of education in the School of Education of New York University. Mr. Ormsbee is a student.*

who keep abreast of child-labor news. Even before Pearl Harbor, early in the fall of 1941, startling changes were evident in the child-labor situation, which had been constantly improving throughout the 1930's.

Work-permit statistics compiled by the Children's Bureau indicated that the number of fourteen- and fifteen-year-olds who left school for work in 1941 was 80 per cent greater than in 1940. Placement statistics from public employment offices showed an average increase of 92 per cent in the number of sixteen- and seventeen-year-olds gainfully employed during the first six months of 1941 over the first six months of 1940. And, even in 1940, the year used as a base for these comparisons, more than a quarter of a million children under sixteen, and more than a million sixteen and seventeen-year-olds, were gainfully employed in the United States.

These increases and further increases in the *illegal* employment of children (not reflected in these statistics) have been publicly attributed to our war effort by such authoritative sources as the National Child Labor Committee, the Federal Council of Churches of Christ in America, and the *Journal of Home Economics*.

Experiences of the last war indicate that lowering of child-labor standards is likely to draw children into non-defense work and even to increase exploitation of children. This is primarily caused by the fact that exploiters of children are ever ready to take advantage of any situation which will permit them to gain their objectives.

A war situation provides a good opportunity for such gain, for in times such as

these it is relatively easy to increase political pressure without fear of popular opposition. Indeed, if the methods used are subtle enough, these times provide an easy channel for the application of increased pressure with complete confidence in popular support. Sacrifice to the war effort has become a reflex action with many Americans, and unfortunately they give with that lack of discrimination which is characteristic of any habitual action.

Obviously the first factor in any intelligent approach to this problem of child labor must be a measurement of the need for children in war work. All the evidence indicates that the need for children in certain fields is genuine, an indication which is corroborated by Mr. Hershey's announcement. And if the war lasts the 4 to 6 years which is often accepted as a minimum estimate of its duration, it is quite likely that thirteen-year-old children, and possibly twelve-year-olds, will have to become a part of our national labor force at the height of our production effort. This means that child-labor standards will have to be lowered throughout the nation; in some states the age level will have to be dropped as much as five or six years, in others three or four years.

To liberal educators who have the interests of children at heart, this is an alarming situation, for they know that it has taken many years of concerted effort to raise the standards to their present level, and they had hoped that before long they could be raised even higher. Most of us are patriotic, however, and willing to forego even our most cherished reforms temporarily if that is necessary to the attainment of victory. But we must not be over-zealous in this respect.

Now is not the time to abandon reform. It may be necessary to change emphases and, in some cases, to completely reformulate ideas, but reformers, even though war has forced them into a position where wisdom lies in graceful sacrificing, must be

ever wary that no more is taken from them than they have consented to give. Liberal educators are all reformers. They must be, because their very love for children implies that they want to see them get a better break.

If increased child employment is necessary to our war effort, then liberal educators should be wise enough to consent to it when the time comes. It should be remembered that labor will play an essential role in the education of all children, once the exploitation element has been removed from it.

A realization of the fundamental truth of this statement calls for a dual policy on the part of liberal educators. It means, first, that they must be constantly on guard against the exploitation of children and, second, that they must exert pressure for maximum utilization of the educational possibilities in the jobs into which we put children.

It means, too, that the strategic move for reformers right now is to begin formulating plans for the induction of children into production, so that they will be ready with positive propositions as the need for children increases. It means that it is time to abandon uncompromising opposition to child labor. That is a lost cause now, and whether or not conditions justify the situation, the most must be made of it. The best way to make the most of it is to get there "firstest with the bestest ideas".

If we move quickly enough and with sufficient intelligence, children may yet emerge from the war situation better off than when they entered it. On the other hand, unless we shed the characteristic diehard idealism of the reformer and rush forward to take advantage of the situation as spiritedly as do our opponents, we shall be left out in the cold with only indignant memories to keep us warm, and the sight of our children as we *don't* want to see them acting as reminders of our foolhardiness.

The following principles, therefore, are proposed as a basis for action by all who are interested in the welfare of children:

1. Uncompromising opposition to child labor must now be abandoned.
2. Strategic action now lies in the formulation of a positive program for child induction into labor.
3. Competent, liberal educators must take the initiative in formulating such a program.
4. The program must be quickly developed and immediately presented to national educational authorities.

Acceptance of these principles is essential to any group which hopes to carry on a fight for sane, intelligent induction of children into our labor force. Action of the sort just suggested is offered as strategic action, to be sure, but it is good policy from the standpoint of the national interest, too, for there is little point in utilizing children unless they are used in such a manner that the resulting benefits outweigh any bad effects that may occur.

Any program for the induction of children, in order to be sound, must use as one of its underlying principles the simple fact that our country stands to lose a lot more from any harm which comes to the children than it could possibly gain by any material thing that they produce. We must remember that children are our most priceless human resource, and we must use our belief in this fact as a basis for our pilgrimage to see that their use in the war situation is an intelligent one.

The following factors are suggested as a framework for the aforementioned program:

1. *The need for children.*

Before any steps are taken for the war's induction of children, it should be determined how many children are needed now, approximately how many will be needed as time goes on, in what sections of the country the need is greatest, if there is any source of personnel other than children.

2. *What they are expected to contribute.*

It should also be clear what children will

be expected to produce, whether they might not be able to take over activities appropriate to them and thus release labor for more inappropriate tasks, whether there is not some kind of labor which they could perform in school or at home or in specially supervised children's homes.

3. *Who needs them?*

The words "children are needed in our war effort" are somewhat meaningless until we have determined whether each particular need is certified by educational authorities in the government, whether pressure is being brought by organizations which are notorious exploiters of children and, in line with point one, whether the prospective employers are actually engaged in defense production or the positions which they offer to children are ones formerly occupied by people now engaged in the war effort.

4. *What are working conditions?*

Uniform standards should be worked out which take into account: length of working time, compensation, occupational hazards, vulnerability to occupational diseases, hygiene facilities, whether the labor is arduous, working hours (day or night). Any program which does not give an important place to these factors may detract more from the national health than it adds to the national production.

5. *What are the educational possibilities in the employment?*

All jobs have some educational value in them, but care must be taken that maximum utilization of that value is obtained. The program should, of course, provide for supervision which would insure maximum utilization. The ideal situation certainly would be one in which there was some integration of labor performed by children with their school work and their home experiences. Thorough analysis of the needs for children should make it possible to obtain this to some extent, at least.

6. *The effect which child labor will have on postwar conditions.*

When we think of something as urgent as war production for immediate use, we are sometimes inclined to overlook the effects which our actions may have on the postwar world. This is a mistake. Even greater than the problems of war, and on an equal footing with the problems of postwar reconstruction, are the problems of actually carrying on life's daily activities after the war is over. For this vital function we must look to the children of the present and the future. We must take care that their development is not now impaired in directions which are incompatible to the national interest in the future.

Our attention today must be largely directed to the development of a well-rounded citizenry which will be able to direct and

take part in all the functions of a very complex existence. Unless we jealously guard the interests of our children and develop them as meticulously as we refine our natural resources, there is great danger that we will have generations of children whose war experiences will have resulted in mental psychoses, dislocation of interests, lack of social perspective, physical maldevelopment, economic instability, and countless other things which, joined together, make for a maladjusted individual.

Our view of the situation must be a long-range one if it is to survive. We are in a position where salvation lies in maintaining an analytically suspicious glint in one eye while foreseeing the America of the future with the other.



School for Japanese Evacuees

Approximately 8,000 Japanese are housed at the relocation center, Amache, located in Southeastern Colorado, seventeen miles from Lamar, and one mile from Granada. Rich and poor, farmer and city dweller, old and young, alien and citizen, live side by side. . . .

The American born children are extremely stoical, and very little complaint is heard from them, but one knows that the internment of citizens, even during the stress of war, is a very difficult thing for them to understand. Teachers experience this same difficulty when they try to teach the fundamental freedoms upon which our democracy is based in a classroom from whose windows guard towers are plainly visible. We do not attempt, in this article, to criticize or to justify the relocation program; this is merely a statement of problems which arise from the situation. . . .

Caucasian teachers on this project are subject to Civil Service regulations and are eligible for the benefits of Government employment, but have no tenure, since teaching on the project is considered to be war-emergency work. All teachers work from 8 a.m. to 5 p.m. each week day, from 8 a.m. until 12 noon on Saturdays, and have 26 days of annual leave for each 12 months' employment. When not actually teaching, as during the summer months, they supervise recreational activities, conduct the

libraries, or do curriculum or guidance work. . . .

The Amache pupils, aside from physical racial characteristics, are typically American public-school students. However, people of Japanese ancestry have a tremendous respect for knowledge. The students as a group are ambitious and cooperative, perhaps a bit more serious minded than their Caucasian contemporaries. No serious discipline problems have developed.

For mathematics and science the young people show a great aptitude and ability. One finds that the students seem shy about expressing themselves creatively in some of the art subjects. No doubt that is partially due to the fact that Japanese-American pupils always have been a minority group in whatever school they attended and have taken no great part in the extra-curricular program. The instructors of subjects demanding oral recital have students with eagerness for knowledge, but a great reluctance to express themselves.

The difficulties mentioned seem unimportant, however, when one realizes that an educational program was organized almost overnight for 2,000 pupils. Teachers and pupils alike seem to have an optimistic feeling that the educational program may solve many of the problems now facing the Japanese-Americans.—GRACE LEWIS and ROBERT DIERLAM in *Colorado School Journal*.

THE "FOREIGNER'S" CHILD *and the* WAR

By WELLINGTON G. FORDYCE

NO WAR has ever been fought without tragedies of various degrees for elements of the civil population. The present struggle with the Axis and its allies has more potential elements of this sort than any previous war because it is total warfare involving the entire civil population.

One group of our people is facing emotional problems of which most Americans have little knowledge. It is composed of those whose parents are immigrants, and these same immigrants have been the focal point of American prejudices throughout our history.

In World War I there were many evidences of the extremes to which these prejudices extended. Cities with elements of German immigration suffered most. Streets and parks with German names were hastily renamed—even those named for fighters for liberty in Germany who had met defeat at the hands of reactionary

forces. Persons with German names were subject to suspicion. This was true in cases where the family for generations had been American citizens. There was discrimination in employment, forced purchases of war bonds and stamps, and intemperate attacks in press and pulpit. The heartaches of children of such ancestry were not realized until years after that war ended.

What are some of the particular problems faced by the child from an immigrant home? This child is, first, an American citizen by birth. His education has been in American schools and is in common with that of children of native American parents. He likes football and jitterbugging. He believes in all of the ideals of American democracy, and usually understands them better than his parents do.

He is entirely cut off from the social background of the parents. He has no experience with class systems in the freedom of his American school and its environment. He is frequently in conflict, mentally and spiritually, with his parents over social differences which they remember from the old country, but which to the child are old fashioned and strange. In fact, the writer's experience has been that the immigrant's child has far less understanding of these differences and sources of conflict than the outsider who attempts to study them. The conflict is psychological, and in these homes is rarely recognized for what it is—a clash between two different cultural backgrounds.

In wartime this normal conflict in the immigrant home is disturbed by new factors. The emotional disturbances that attend any war are intensified by the fact

EDITOR'S NOTE: In *World War I*, young Hans and little Gretel and their parents felt keenly the pressure of public suspicion and dislike. This editor knows a young married couple of German ancestry, who grew up in Milwaukee, and who dreaded the advent of the present war because they remembered how things had gone during the past war, for good citizens unfortunate enough to be named, say, Krausemeyer. The author here discusses what the schools must do to preserve tolerance and commonsense during the present conflict. Mr. Fordyce is principal of Euclid, Ohio, Central High School.

that an immigrant home is involved.

Emotionalism in wartime is stimulated by the fears of individuals. There is fear for personal security. We have seen some business enterprises disappear as non-essentials and will see more disappear as we become geared to a war effort unsurpassed in man's history. The vast sums being expended for war and the irresponsible rumors in the press concerning taxation are sources of worry and of emotional disturbances.

Some articles that have been accepted as common needs are disappearing from the markets. Rationing of all sorts of products may be expected. Automobiles, tires, gasoline, sugar, coffee, and numerous other articles that we have taken for granted will become subject to government regulations. All of these are annoyances connected with the war, and while we accept them as necessary for the war effort, there is grumbling as only Americans grumble when their luxuries are interfered with in any way.

With almost every family represented in the armed forces of the nation, fears and worries are aroused.

To these necessary disturbances of civilian life are added those which are artificial. The stories of atrocities in war are characteristic. No war was ever fought in which there were not atrocities. These stories inflame our hatred and the radio and the press increase it. The curses that Pearl Harbor engendered on the lips of everyone whose radio was tuned in during that attack are typical. It has gone so far that even the short advertising blurbs inserted between major radio programs have become vehicles for expressing our hatred for the enemy.

All of these elements are present in the emotional make-up of every American today. In addition we have been disturbed by stories of the Silver Shirts and other organizations of their ilk. Rumors that certain businesses were discharging native Americans and employing refugees in their places have served to make our prejudices

prominent. There have been discriminations because of national origins when it became a question of employment. Some industries will not employ persons with Italian or German names. Some have raised barriers of religion as well as race. The President himself has found it necessary to comment upon some of these discriminations.

How serious these discriminations because of race and religion have become is hard to estimate. The whole panorama of war emotionalism is its background, and against this background screen is to be seen evidence of rising emotional prejudice similar to that we experienced in World War I.

What about the foreigner's child in this picture? Naturally he feels the close ties of blood and family. He may even have relatives in the enemy forces. He becomes sensitive to his name and national origin. He may be pointed out to his school mates as Italian, German, Hungarian, or Rumanian. His father may lose his job for the same reason. Social prejudices may be real or imagined. No matter which it is, he feels this emotional pressure.

There are many immigrant adults in this country who fought against the United States in the last war. Their children have felt proud that they were soldiers—even if defeated and on the wrong side in the child's judgment. What is more natural than that they should also feel very deeply the prejudices that may be directed against the parents?

The school has a tremendous task to accomplish and a real service to render the nation in the midst of this welter of confused emotions. One of the major objectives of the schools has been the preservation of tolerance in our democracy. In this war that task is a real one. There must be tolerance of race and religion, and a recognition of foreign children as the good citizens they are. Teachers and social workers who have worked with children from foreign homes are uniformly impressed with their

true Americanism. It becomes the job of the school to meet this test of democracy.

A glance at any list of draftees shows names unpronounceable by the person of native American stock. These are Americans going to fight for their country. Their parents were foreigners, even though naturalized citizens, but the children are Americans and are offering their all for their country. To preserve their morale as soldiers of democracy they must know that their parents at home are safe from persecution.

Can a parent hate and plot against a country for which his child is offering his life? The writer doubts that such an unnatural emotion is possible except in rare cases.

Our schools should therefore fight to preserve tolerance as a proud virtue of war-time democracy. Prejudices against individuals because of their names, their race, religion, or possible national origin should be discouraged. Many of these problems can be met rationally and factually in the school.

The teaching of history and social studies from such a viewpoint that the contribution made by various racial groups to every

area of American growth and culture will be clearly shown, provides a classroom approach to this problem. The richness of motivation that will be found in this approach is indeed unusual. It seems to be a universal characteristic of individuals that they are interested in their personal family and racial history. From these fundamental interests it is simple to guide a child to an appreciation and a feeling of tolerance for those whose backgrounds are different from his own. Even the child of native American parents will respond to this approach.

It is usually a shock to some of our native stock to find that their background, instead of being pure English, is composed of many of the diverse racial strains which have always been characteristic of our country.

The emotional elements of racial prejudice can be eliminated by this process. Statements attributing certain characteristics to individuals of certain races can be placed in their proper category of propaganda. The rumor which stirs an emotional prejudice can be discounted with facts, and we shall have a stable, loyal, united society with which to meet the tremendous post-war problems of the future.



English Indirect

By J. MARTYN WALSH

We learn good English indirect,
 'Cause that's the latest modern way;
 By using "models" that's correct
 We soon learn what to write and say.

"Subconsciously" we get command
 Of proper language like we should
 And needn't try to understand
 Why we express ourselves so good.

To master English good it's wise
 To *use* it right and not know *why*,
 So you can get a keen surprise
 When you've acquired it on the sly.

This way it sure is swell to know
 You just *absorb* the proper style—
 Without no effort you just grow
 Correcter and correcter, all the while.

➤ SCHOOLS for VICTORY ➤

Department of ideas, plans and news on the high schools' part in the war

Unit Explains How We Are "Paying for the War"

We marvel at the ancient Egyptians' colossal job of pyramid building. In a way, that is comparable with the stupendous undertaking of financing the present Empty-Hundred-Billion Dollar War. Not that we couldn't do a bigger and better pyramid-building job with modern machines. Perhaps a future generation will view our current task with a similar condescending wonder.

Paying for the War is a 69-page resource unit for social-studies teachers that explains the mechanism of our present big undertaking. It was prepared by Chester D. Babcock, Eber Jeffery, and Archie W. Troelstrup for the National Council for the Social Studies. The U. S. Treasury Department has bought 50,000 copies for free distribution, one copy to "each person generally active in the social-studies at the secondary-school level". Additional copies may be ordered for 30 cents each from the National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D.C.

Part I explains the taxation and borrowing methods by which the government has financed the present war so far, and gives the country's experience in paying for five previous wars. Part II concerns teaching aids—problems, activities, evaluation, films, radio programs, books, pamphlets, and magazine articles.

Pupils Plug Bonds on Air

Cleveland, Ohio, high schools have cooperated with the local War Savings Staff in presenting a series of broadcasts over WGAR each Thursday evening at 8 o'clock. Advertised as High School Minute Men, the performers are students trained in school music groups and public-speaking classes. Bands, orchestras, and choral groups have taken part in the increasingly popular series.

"Missouri Toughener" Has Six Obstacles

If you haven't set up an obstacle course for wartime physical education as yet, you may be interested in the "Missouri Toughener" reported by

Jack Matthews in *Journal of Health and Physical Education*.

The obstacles call for 75 yards of space, and as the trainee must run back the length of the obstacles to the finish line, the course is thus 150 yards long. All obstacles can be built at low cost.

From the start the pupil runs to a 3 ft. 6 in. barrier, to be jumped or hand-vaulted. Succeeding obstacles are:

Ditch 2 ft. deep, 7 ft. wide, to jump across.

Barriers with 18 in. clearance to crawl under.

Hurdles 2 ft. 6 in. high, 5 yds. apart, 3 to be cleared.

Wall 8 ft. high; to be scaled.

Balance beams—2 telephone poles 25 ft. long, 2 ft. 6 in. above the ground, to be walked without falling off. If contestant falls off, he goes back to beginning of beams and walks them again.

After the balance beams, contestant runs around a turning post and races back to the finish line.

"Share the Meat"

Poster campaigns on the government's Share the Meat program, prepared by school art departments for display in lunchrooms, are suggested by the Home Economics Service of the U. S. Office of Education.

Suggested also are demonstrations by home-economics classes on ways to cook new and different meat dishes, ways to stretch meat for flavor, or main meal dishes made without meat; bulletin information by the lunchroom manager; demonstrations, skits, and dialogues on Sharing the Meat, for school assemblies, P.-T.A. meetings, and other group meetings; teaching units; and charts, posters, and exhibits by classroom groups.

A new pamphlet, *99 Ways to Share the Meat*, is available free from the Office of Information, Department of Agriculture, Washington. A leaflet, *Share the Meat for Victory*, is available for class use at local councils of the Office of Civilian Defense.

Music-English Collaboration Produces War Songs

Music and English teachers are working together in Elkhart, Ind., High school on a creative writing project for the Schools at War Program. In English

classes reading, research and class discussion precede the writing of lyrics suitable for Schools at War songs. Suitable rhymes and figures of speech are used in the creation of the lyrics. The best are brought to the music classes where they are set to music by young composers who have been studying suitable melodies and musical phrasing. Each week the outstanding song is selected for presentation on the Victory Hour, the school's assembly program devoted to the war activities of the entire student body.

Junior Canteen Work Course for Newton High Girls

A training course in junior canteen work is offered to the girls of Newton High School, Newtonville, Mass., reports Phyllis E. Walsh in *Student Life*. The laboratory canteen is operated strictly according to Red Cross standards. The food classes operate it as a service to the teachers.

The canteen is staffed by a captain, lieutenant, cashier, and clean-up squad. Paper dishes are used as timesavers. Menus are planned according to the minimum requirements of government standards for adequate meals. The girls will be ready to go into active canteen service at any time that they may be required.

Two Free High-School Plays on War Savings

Two new plays for high-school pupils are available free of charge from State War Savings Administrators, announces the War Savings Staff of the Treasury Department.

Message from Bataan is a one-act play in the style of Thornton Wilder's *Our Town*, with a narrator explaining the setting, properties, and costuming, for 14 characters and minimum stage effects.

A Star for a Day is a musical with many choruses for new songs to familiar melodies. The plot hinges around a school war savings rally, at which a movie actress fails to appear and a local girl makes good.

Advertising Pupils Should Sell War Ideas

High-school teachers of courses on advertising should teach the subject in terms of "selling" wartime ideas to the public rather than have the pupils write ad copy about theoretical commercial products, suggests Edward Reich in *Journal of Business Education*.

Dr. Reich lists 20 major wartime problems on which pupils can advertise to the public: Rationing, hoarding, importance of paying taxes, "black market" evil, conservation, salvage, wartime significance

of consumer, budgeting, war bonds, price control, nutrition, health, simplifying of retail-store services, better buying habits, consumer education, economizing on materials, devoting leisure to war activities, morale, air-raid precautions, local patriotic movements.

Classes can write copy on all of these subjects, in the form of display ads, direct mail, billboard spreads, posters, radio appeals, etc. And if the class produces a lot of posters, they can be put to work all over town, not just displayed in school. The pupils will be preparing real copy for a real market.

Seattle Classes Heavy Producers for Camps, Hospitals

Industrial-arts and art classes of Seattle, Wash., high schools have a heavy schedule of production of materials for the entertainment and comfort of men in nearby Army and Navy camps.

Following is a list of items completed and delivered by boys and girls in the two departments up to November 1942. This list will give you an idea of the kinds of items your pupils could produce for armed-service camps and hospitals near your school. But it's best to get in touch with authorities at each center, explain your school's facilities, and ask what items are most needed. Anyway, here's what Seattle high-school pupils have produced to meet the needs of service camps in their district:

Pupils in industrial arts and art classes made and turned over to the Recreational Equipment Bureau of the Seattle War Commission the following articles to be used in the 7th Army and the 13th Naval districts:

- 1,300 checker boards
- 31,200 checkers
- 1,500 cribbage boards
- 200 Chinese checker boards
- 200 sets of dominoes
- 500 ping-pong paddles
- 50 joke and puzzle scrapbooks
- 2 large cartons of games, cards and puzzles gathered by the students
- Marbles for the Chinese checkers and playing cards were supplied through penny drives in a number of the schools.
- Hundreds of boxes were made for the games.
- Innumerable afghan squares were knitted for the Red Cross.
- High school students designed and installed show windows for the Consumer Service Center at the Rialto Building.
- Diaries for men in the Army were bound at one school.
- 225 radios and 25 phonographs were reconditioned

(Continued on next page)

SCHOOLS FOR VICTORY (*Continued*)

in the Edison Vocational shops for the Recreation Equipment Bureau.

The Defense Work Shop, maintained by the art department, has already delivered 70 large pictures and 100 mounted maps to the Army for use in the dayrooms. Another consignment of 85 large pictures is ready for delivery.

School Overshoe Exchanges Conserve Rubber

School "swap centers" for rubbers and galoshes are recommended as a means of conserving rubber by the U. S. Office of Education.

Pupils have a habit of outgrowing their rubbers and galoshes before they are worn out. The swap plan will keep all overshoes in use and cut buying of new ones.

The Parent-Teachers Association of Palo Alto, Cal., has such a rubber exchange in operation. Every school child turns in a pair of overshoes in the fall. When all have been cleaned and sorted, they are redistributed to children they will fit. A few extra pairs are provided by PTA funds so that all needs can be met.

This is a rubber conservation plan of genuine value to the children and to the nation.

Crop Work Ousts Football

This fall football was dropped by a vote of the student body of Peshastin, Wash., High School, so that all boys and many girls could put in their spare time picking the local apple crop, reports *Washington Education Journal*.

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y.

In Winthrop, Wash., High School, interschool athletics has been dropped for the duration, but intramural athletic activities have been increased. Pupils put in their spare time this fall on such war work as picking apples, gathering scrap, making hay, and digging spuds.

Shop Course After Hours for Drury Pupils

Twenty-two senior boys and girls of Drury High School, North Adams, Mass., are taking a shop course after school hours, from 6 to 12 hours a week, reports Principal Donald W. Fowler in a letter to this department.

Credit is being given toward graduation for those who take the course. All boys, other than seniors, 18 or older and subject to the draft, have been invited to take the course, in order to be prepared for the mechanized units of the armed forces.

New courses which are taking the place of the school's usual peacetime clubs are first aid, nutrition, home nursing, and photography. The first three courses grant Red Cross certificates, and one credit is given toward graduation if the courses are passed with 75% average or more. More than 220 juniors and seniors are actively participating in these four wartime "club" courses.

Loan Packet on Nursing

Nursing as a Career in War and Peace is the new Loan Packet No. XI-G-1 of the U. S. Office of Education's Information Exchange. It contains about 20 items that aid teachers and counselors in presenting to high-school girls the "immediate and imperative need for training more nurses". Loan packets may be borrowed for 2 weeks, at no expense even for postage to or from the school. A catalog of some 70 loan packets may be obtained from the Information Exchange.

War Weapon Demonstration

A jeep, trench mortar, 37mm anti-tank gun, machine gun, and soldiers in full fighting equipment were features of the assembly launching the War Savings Program in Englewood, Cal., High School.

An Army officer demonstrated the use of each piece of equipment and explained its cost in terms of War Savings Bonds and Stamps. In this way students gained a vivid picture of exactly what their savings would buy to help our fighting forces. The program was an outgrowth of the classroom study of wartime finance in the English and social-studies classes of Harold B. Owen.

Try These Songs on Pupils' Lungs

In response to the Song-Writing Project of the Music Educators National Conference, songs are pouring in to the committee to augment the Schools at War Program of the War Savings Staff of the Treasury Department.

Frank Iddints, music instructor of Festus High School, Festus, Mo., has sent in one from his pupils, written for the tune of "There Are Smiles to Make Us Happy":

"There are bonds we should be buying
They're the bonds that keep us free.
There are bonds that have a lot of meaning,
For they tell the world of liberty.
They're the bonds that make the Axis tremble
When we send our boys into the fray
They're the bonds we buy from Uncle Sammy—
They're the bonds that we buy today."

Seventh- and ninth-grade music classes of Elmhurst Junior High School, Oakland, Cal., have submitted a salvage song to the tune of "The Caissons Go Rolling Along". Miss Imogene Loper, music instructor, reports this as one phase of the Schools at War Program stressing the last part of the slogan "Save, Serve and Conserve":

"Get your scrap in a heap that will help to make a jeep
And our boys will keep rolling along.
Use your sense, give your fence, it will help to build defense
So our country will ever be strong.
If you hand in your stoves you will help to fight our foes.
Pile up the kettles with a song.
Don't be a sap—gather up your scrap
So that freedom goes rolling along.

"Knives and pails, pipe and rails, kitchen sinks and rusty nails
Will make guns for our boys' victory.
License plates, iron gates will become the armor plates
So our sailors can win on the sea.
Hand in your screens to help build submarines
And back up United States Marines.
Every spring that you bring will make production ring
With the weapons of our liberty."

510 ASSISTANTS:

Pupil-assistant plan of Anderson High enrolls one-fifth of pupils to aid teachers in 29 ways

By
MARY ETHEL THURSTON

A RECENT survey was made in Anderson Senior High School of our student-assistant plan, in order to determine the extent and value of this development.

The one high school in this industrial center has an enrolment of 2,500. There are 86 faculty members. Pupils may select during the latter part of the eighth year one of the seven courses now found in the curricula of this four-year high school. The seven courses are: business education, college preparatory, general, pre-apprentice, technical, vocational agriculture, and vocational home economics.

According to the data compiled from a questionnaire recently submitted to the members of the faculty, 40 teachers are using 510 pupil assistants in 29 different types of activities. The diversity is indicated in the following list:

- Conducting the used-textbook exchange
- Selling at the candy stand and at the athletic contests
- Ushering at the school functions
- Serving as first-aid wardens and fire wardens in the air-raid drills
- Selling war stamps
- Caring for the stage properties and the public address system
- Turning off the lights and the water fountains when they aren't needed
- Operating the motion picture machines

EDITOR'S NOTE: In a recent article on another subject, the author mentioned briefly the student-assistant plan of Anderson, Ind., Senior High School, where she teaches. So many readers of the article wrote to her for further information about the plan that she decided to prepare this report.

- Serving as messengers
- Acquainting new pupils with the school
- Adjusting locker difficulties
- Checking suits and showers in physical-education classes
- Acting as hall monitors
- Supervising the activities in the recreation room
- Directing visitors over the buildings and grounds
- Reporting school news to the city papers
- Printing the high-school publications
- Assisting in the library
- Filing and cataloguing in the offices
- Answering the telephone
- Mimeographing and typing
- Arranging daily and class attendance lists
- Assisting in the recording of grades on permanent records
- Checking papers and note books
- Tutoring pupils who have been absent or who are doing poor work
- Checking materials which have been distributed to the laboratories and the classrooms
- Administering standardized tests
- Taking charge, temporarily, of classes in the absence of teachers.

Pupils who are given the opportunity of taking advantage of this extra in-school training must be average or above so that they can afford to give up a study hall. Instead of reporting to a study hall, they report to the office or classroom where they are to assist during that hour.

Application is made to the teacher in whose field the pupil wishes experience. Many are encouraged to participate in as many activities as possible during their four years in high school as a practical means of developing skill in the fields of special interest. Those who are not carrying a full load and those who maintain a high scholastic standing may accept two assignments as assistants.

One phase of this survey was to obtain

from the pupils their opinions—general and specific—concerning the present and future personal value derived from this type of training. In general the information revealed that, in these learn-by-doing situations, poise, a sense of responsibility, initiative, cooperation, and leadership are developed. Obviously, closer administrative-faculty-student relationships are made possible through this plan. More than half of those questioned, considered this a source of guidance toward the choosing of a vocation.

The following quotations are characteristic of the frank optimistic sincerity of youth and their attitudes toward duties:

"I've had enough experiences to fill a book. I've watched classes from the inside out but I still want to be a teacher."

"I have found that since I have been a student assistant I don't mind having to meet and talk with older and more experienced persons."

"I especially like my job because I meet all types of students: those who have good qualities which I strive to attain, and those who have mannerisms and habits which I dislike and therefore shun."

"Although I have enjoyed my work very much, there have been many problems connected with it. There is a serious responsibility to be assumed when one begins this work. The head monitor must feel responsible for the other monitors. One of the greatest problems which I have faced has been the matter of conversation with students of my acquaintance. I have found it exceedingly difficult to limit my conversation to a casual greeting."

"Usually the pleasant experiences far surpass the unpleasant ones."

"My success is due mostly to my ability to make friends and to be courteous to others."

"It is interesting to watch and study the many different kinds of people that come and go every day and to deal with those who invariably insist upon something we don't have."

"This work will help me later since I plan to be a receptionist in a doctor's office."

An assistant to the Dean of Girls says she is "a friend to all of the girls, especially, anyone new, lonesome, or in trouble."

An assistant in the sewing class writes, "It is very comical watching the girls put the pieces together after getting them cut out. Sometimes they end up with an extra piece for which they cannot seem to find a place."

The following four paragraphs were written by one of the twenty-nine assistants in the high school library:

"Being an assistant in a school library is indeed fine training. The apprentice learns the rudiments of a vocation which may serve her in the future. After a semester or two of acting as assistant, the student becomes consistently skilful and impeccable in the multiple phases of her work."

"The regularity of the schedule she follows gives the capable helper a chance to develop her capacity of efficiency and reliability. Another prerequisite of the trained librarian is thoroughness."

"Constantly being the center of attraction as she moves about her various duties, eventually gives the assistant librarian a feeling of poise and self-confidence. Then, too, aiding students at the reference desk and locating books for them gains her many lasting friendships."

"The apprentice is able to take advantage of her environment of good literature. More than one girl entering the school library as an assistant, has departed with a new found interest in books, and oftentimes a decision concerning her future career."

The twelve student-faculty committees, the officers of the classes and the clubs and their committees, are not included in this large group of student-assistants. Adding these, approximately one thousand pupils (40% of the student body) are used in various official capacities during the year.

Through this cooperative work plan, worthwhile discussions concerning school procedure are possible and suggestions are obtained by the administration. In addition to the mastering of subject-matter, by these discussion-suggestion-idea-developing-methods, the members and the graduates of the high school are better prepared for work after school and are prepared for participation in the affairs of local, state, and national life.

Fargo selects & trains teachers for INDIVIDUAL Guidance

By CLIFFORD FROEHLICH

IN THE FALL of 1939 the only guidance activity in Fargo High School intended to reach all pupils was a system of loosely organized homerooms, which served as little more than a place to read announcements, check attendance, and to maintain other disciplinary regulations of the administrative staff. Truly, it was an "archaic architectural administrative medium." The deans, as advisers, functioned largely as disciplinarians. There were a great number of records of widely diverse nature, and as widely scattered throughout the system.

To meet these and other problems of a guidance nature, the principal of the high school, in cooperation with the recently appointed director of guidance, arranged for the appointment of twelve committees, each of which was assigned the task of studying one specific phase of the guidance program and reporting their findings with recommendations.

The committee studying the homeroom system found it to be entirely inadequate to meet the needs of the individual pupil and suggested a teacher-counselor system to replace it. The administrative staff did

not feel it was possible or advisable to finance a clinical counseling system at this stage. Therefore, the committee's recommendation was considered the most feasible approach to the problem of better meeting individual needs, and a teacher-counselor plan was adopted.

The record problem was met by establishing a cumulative record system in one central file and incorporating in it the various independent records. Some of the existing records were eliminated and others revised to better meet the needs of the new program.

Improvement of the work of the deans was made possible because more adequate records and the contributions of the teacher-counselors gave them a better understanding of individual pupils.

The teacher-counselor system of Fargo High School consists of twelve teachers, each of whom is released from one hour per day of classroom teaching. During this counseling hour the teacher works under the supervision of the guidance director. Each teacher-counselor is assigned 100 unselected pupils of his or her own sex, and is responsible for the adjustment they make in school.

The procedure as adapted in Fargo High School is not new, and the advantages of the teacher-counselor system over the homeroom are sufficiently well documented so that they need no further discussion in this article. But the techniques that have been developed for the selection and training of teacher-counselors may well be used by other schools beginning such a system.

The teachers who were selected by the

EDITOR'S NOTE: *The author is former director of guidance of the Fargo, N.D., Public Schools, and was later state supervisor of vocational guidance. He is now in the army. He writes, "I am convinced that the careful selection and in-service training of teachers who have responsibility in the field of guidance is necessary. The plan as worked out in the Fargo schools is applicable to other school systems".*

principal were first appraised as to their ability to deal with pupils in a satisfactory manner. On every faculty there are members to whom the pupils voluntarily gravitate. It is these individuals who make the best counselors, if they meet the other standards, because they can usually establish rapport with pupils.

A second criterion for the selection of teachers was their expressed interest in guidance. When the establishment of the teacher-counselor program was announced to the faculty, it was definitely stated that no teacher would be required to serve unless he desired to do so. An examination of the summer courses voluntarily taken, and interest and ingenuity as evidenced under the homeroom plan were among judgment-making devices for this criterion.

The final criterion was background and educational preparation. Occupational experience other than teaching was an important factor, as it was felt that this broadened the teacher's point of view. Although the number of teachers meeting the foregoing criteria who had also completed formal courses in guidance was small, related courses such as statistics, tests and measurements, and curriculum-building were considered.

Too much emphasis cannot be placed upon the selection processes involved. It is not contended that these criteria are infallible, but if the system is used, the director of guidance may be reasonably certain of having good potential members for a staff of beginning teacher-counselors. Additions or changes may be made as time tests the criteria.

The fact that the entire faculty was apprised of the selection process at Fargo contributed materially to the morale of the teacher-counselors. They felt that they had been chosen because they possessed special qualifications, rather than asked to do another job with no increase in pay. This esprit de corps made possible the extensive training program which was carried on in

numerous after-school faculty meetings. ✓

The training of the teacher-counselors presented an interesting problem. They were, in the main, a group of well-qualified teachers who had no previous experience in counseling. Only three of the group had formal training in the techniques of guidance, and their training was limited to an introductory course in the principles of guidance. After considerable experimentation the following plan for their training was evolved.

Such topics as the general meaning and interpretation of test scores, the training facilities available in the community, and sources of occupational information were discussed in group meetings. Some information of this kind was abstracted and collated and distributed to the counselors in mimeographed form by the director of guidance.

Problems concerning administrative techniques, such as referral of pupils, changes of class schedules, or registration in special courses of study were discussed by the counselors in frequent meetings, and recommendations were made to the principal. ✓

After the first step of laying a groundwork of the techniques of counseling and general interpretation of case material had progressed sufficiently, intensive individual training was begun. Representative cases that had not yet been counseled were selected, and the information available in the case folder was thoroughly studied by the director of guidance and a counselor. The director endeavored to help the counselor learn the techniques of identifying crucial points upon which decisions might be based.

This phase of the training was followed by demonstration interviews conducted by the director. Holding a three-way conversation with the director, counselor, and pupil present proved to be the most satisfactory, if not a perfect, method. Even though the counselor was present and participated in the interview, the director

PRIMARY TOPICS OF COUNSELORS' CONFERENCES WITH PUPILS

<i>Type of Problem</i>	<i>Faculty-Initiated Conferences</i>	<i>Counselor-Initiated Conferences</i>	<i>Pupil-Initiated Conferences</i>	<i>Total Conferences*</i>
School Marks.....	140	614	52	851*
Plans for Next Semester.....	2	303	79	396
Finances.....	1	5	3	11
Home Problems.....	1	2	1	5
Vocational Plans.....	8	163	38	227
Health.....	0	0	0	0
General Social Adjustment.....	20	7	19	47
Discipline.....	49	12	4	73
<i>Total.....</i>	<i>221</i>	<i>1106</i>	<i>196</i>	<i>1610*</i>

* 87 conferences which were a continuation of previous conferences are not included in the first three columns of this table, but are included under "Total Conferences."

guided the conversation so that the problems presented by the pupil were dealt with in the approved manner. In this type of demonstration interviewing it is necessary to select carefully pupils with whom maximum rapport can be expected.

When the interview was completed the counselor wrote the case notes under the supervision of the director. An attempt was made to have the irrelevant material culled out and only such record made as would give meaning to test scores and interview data.

At the conclusion of this training the counselor began to counsel his student cases in his own right. For some time the director followed each interview with a critical analysis of the counselor's techniques and case records, and made definite suggestions for improvement. In spite of the fact that the counselors lacked formal training or previous experience, there was a surprisingly small number of cases where it was necessary to re-counsel the pupils to correct major mistakes made by the counselor.

A total of 1610 interviews, or conferences, were held by the twelve teacher-counselors during the first semester the plan was in operation. Suffice it to say that 1610 interviews in a single semester in a high school with a population of 1200 pupils far exceeded expectations.

The accompanying table shows the types of problems discussed as primary topics of

interviews. The first column of figures represents referrals made to the counselors by other faculty members. Although the referrals for problems involving school marks constitute only about 13 per cent of the total conferences, it is sufficiently large to indicate faculty cooperation with the teacher-counselors to alleviate some of the pupils' scholastic difficulties. It is encouraging to have the faculty members begin to realize that there may be a possibility of a means other than the letter grade "F" for dealing with failing pupils.

For pupils who did not voluntarily seek an interview, it was the duty of the counselors to originate at least one conference a semester. The teacher-counselors initiated 70 per cent of the total interviews. (See second column of figures in table.) Although this percentage is much larger than desirable, this was the first semester of operation for the plan.

The third column of figures in the table indicates the number of pupil-initiated conferences. While the totals are small, they show that the pupils have shown some interest, and counselors' reports from week to week reveal a constant increase in pupil-initiated interviews.

Probably the most easily recognized sign of pupil maladjustment is failure to do passing work. The last column of the table indicates that 851, or approximately 53 per cent of the total number of interviews dealt

with school marks. Second in importance were conferences initiated for the purpose of planning the pupils' programs for the coming semester. Twenty-four per cent of all cases fell in this category. Vocational plans with 15 per cent, discipline 5 per cent, and general social adjustment 3 per cent, followed in that order.

It is natural that there would be few health cases originated by the counselor, because the school system cooperates in an intensive city-wide health program established by the Commonwealth Fund, but it is interesting to know that health became the secondary topic in forty interviews.

As the competency of the counselors increases it is to be expected that there will be an increase in the number of conferences dealing with financial, vocational, home, and social adjustment problems. Probably some of the pupil problems now listed as "school marks" may, under more careful diagnosis, be seen as but symptoms of true causes in the areas of home, personality, or social adjustment.

A number of benefits could be cited from the progress of the program thus far.

In the first place, pupils have a definite place to go where someone takes more than an administrative or superficial interest in their progress and welfare.

Second, the system provides for registration by teacher-counselors and follow-up assistance for the pupil on his subject program.

Third, the attitude of the teaching staff toward their work and the counseling system is improved. In addition to being relieved of keeping homeroom records, the teachers feel that their classroom pupils are getting real help with their scholastic problems. Not only is the pupil routed into courses in line with his interests and abilities, but his progress in the course is followed. This enables the classroom teacher to make her work more effective.

Fourth, teacher-counselors may be assumed to be better teachers because of their

part in guidance activities. The processes of a guidance and counseling program make it essential that a better understanding of pupils be secured. Counselors become familiar with the needs and motives that underlie pupil behavior and the problems that pupils face.

Fifth, the system insures that the best teachers do the counseling rather than every teacher, as is the case in the average school system. It follows that the teachers themselves should give more thought to the individual pupil's case. Not only does she have access to the central file data because of the guidance program, but at the time she makes referral to the counselor she must indicate on the referral slip the probable reason for student failure.

The information to be supplied is: (1) the teacher's opinion of the immediate cause of failure, (2) the remedial work tried, (3) the parental contacts made and results, and (4) suggestions for further remedial procedures. Regardless of the quality of the remedial work, it is reasonable to suppose that the teacher must do more objective thinking about the pupil to make this referral, than if the only requirement is "pass" or "fail".

Finally, the teacher-counselor system may be the best intermediate step to a clinical guidance department if one is desired. Several factors would tend to support this conclusion. The faculty better understands the theories, objectives, and machinery of guidance, and has learned the necessity of faculty cooperation. A nucleus group of trained counselors is available to assist with counseling, and to promote faculty understanding and cooperation. The teacher-counselor system may uncover individuals who can be used as specialists in a clinical program. This force of trained individuals should be a good influence in matters of curriculum revision to better meet student needs, and in improvement of classroom procedures in line with the recommendations of the guidance department.

THE BARD

*Old Walt drops in and
appraises our children*

in Seward High Lunchroom

By

JULIAN ARONSON

WALT WHITMAN blew into the Seward Park High School lunchroom one fine frosty November noon and asked to be shown around. He had just come from a ferry ride, his beard was somewhat wind-blown, and he kept his ten-gallon hat on. It was part of his uniform, he explained.

"Mr. Whitman," I said, "the lunchroom is at your disposal. Would you like to walk about and speak to some of the students? They usually finish eating in fifteen minutes and then start walloping each other around until the bell rings."

Walt Whitman wasn't listening to me. His eyes were fixed on the tumultuous sight of five hundred boys and girls munching sandwiches, sipping milk, flirting coyly, eating hot vegetables, and dawdling in lines at the food counter. His body relaxed under the steam of animal activity. His mouth automatically gave vent to an "Ah" and his face lit up with the joy of a poet who suddenly remembers a figure of speech and delights in its appropriateness.

"Behold America!" his voice thundered, "What faces! There—see that boy—I have watched his grandfather climbing the rocks of Calabria, hoe in hand, weeding a patch of artichokes. And you, ah you, my dear

young lady, stop for a moment. Where have I seen this face before? In a cigar factory in Seville? In a smuggler's cave? Your gait divines a goddess.

"And that youngster with a little skull cap, who is eating his sandwich with one hand and squaring the circle with the other, that boy in the corner! A religious Jew, you say? From the ghettos of Poland? The People of the Book! And all Americans now! I shall ask him a few questions."

Walt Whitman ambled over to the boy, who looked up a bit astonished. Such a strange looking rabbi! The hat, the beard.

"My lad," said Walt, his hearty smile disarming the boy, "How do you like America? What Euclidean problem harasses the descendant of Abraham and Jacob? Perhaps you can tell *me* the origin of the practice of covering the head while eating? I have noticed women wrapping handkerchiefs around their heads before entering a cathedral. Where in the Good Book are you commanded to do so?"

The boy began a stumbling answer, but Walt Whitman's restless mind was elsewhere. He was now looking out of the window at the skyline of New York, and a veil of sorrow slowly settled over his face. He patted the boy gently on the head, muttered "Splendid! Splendid!" but his voice was less vibrant and he quickly moved to a chair and sat down on it with the sigh of a prophet who loved his people but felt his days of worship were numbered.

"You know," said Walt, "I have not eaten since six this morning. Could you wangle a cup of coffee and a slice of rye bread for

EDITOR'S NOTE: *Mr. Aronson teaches in Seward Park High School, New York City. The school is down on Grand Street, where pupils of many strains of nationality are blended into one student body. It was into the lunchroom of this school that the shade of Walt Whitman entered, beard wind-blown, hat ten-gallon, voice lusty.*

me, perhaps? I shall be most grateful."

The coffee came quickly (it had to be sent from the teachers' lunchroom), and old Walt, buttering one slice of bread and dunking the other, gave himself fully to the genius of America. The pupils milled around him and stood on chairs and tables to see him better. There were several rough whispers: "That's the guy who wrote *Captain, My Captain*."

"Boys and girls," continued Walt, "this is your lunchroom, this is your America. My visit here today has given me the greatest pleasure. I spent the morning walking about Fulton Fish Market to recapture the days of my youth. I walked along South Street to inhale again the sooty tar of the clipper ships and the smell of fresh-caught mackerel that I knew as a boy.

"On my way here, I wandered through the canyons of lower Broadway and, to tell the truth, the mass of granite and concrete frightened me. The names on the office buildings were the names of my own kind, the names brought over by the Pilgrim Fathers, but the faces I couldn't quite understand. They were strange faces, so

worried, so self-absorbed. They did not belong to the America of my dreams.

"... And then I came here, *right here*, to your lunchroom, the crossroads of Europe, and I found the spirit that I sought but could not find among my own kin. God bless you, children. God bless your crazy capers, your foolish banter, your funny clothes. . . ."

Just then the gong sounded the end of the fourth-period lunch. There was a violent surge, a screeching of chairs against the floor, a pushing and a shoving and a tumult in the direction of the staircase, and like the rush of air into a vacuum the thing happened before you could catch your breath and finish your sentence. Walt was startled for a moment until an understanding senior explained the reason for the rush to get out.

The poet smiled broadly and broke into a deep chortle. He waved his broad-brimmed hat and the kids waved back. Then slowly he descended the staircase, found his way to the nearest exit, and trailed off Ludlow Street in the direction of the Hoboken Ferry.



Esperanto in American Public Schools

To the Editor:

Concerning your item on Esperanto in the "School News Digest", November 1942, it may interest you to know that Esperanto has been taught in public schools in this country for several years.

The South Pasadena Junior High School requires six months' study of the international language of every student planning to take up any foreign language. Similarly, the Junior High Schools in Oklahoma City. In addition, several colleges have added this subject to their curriculum. The latest of these is the University of Wisconsin.

In our school up to the outbreak of the war, a class in Esperanto was in operation for at least five years. Reports from the high school showed that those having had some Esperanto made very much higher grades than the others. Esperanto was taught

by the direct method to children of the 7th and 8th years. The director of the foreign language department of the city expressed himself favorably toward this work.

Your item mentions several competing global languages. This is an error; no other international language has prospered. Esperanto is the only one that has a living bibliography, including magazines which are functioning even during the war.

You describe Esperanto as "an artificial" language; it might more aptly be called a "streamlined" language, since it has but 16 rules of grammar—and NO exceptions.

Very truly yours,

LOUIS DORMONT, Prin.
Public School No. 136
St. Albans, L.I., N.Y.

High school's the place for a PSYCHOLOGY COURSE

By J. R. SHANNON

JEAN WAS JUST a few days under thirteen, bright but not a genius, and normal in physical development. Her father, dead for four years, had been a professor of English. Her mother had once taught awhile, and her older brother, recently graduated from high school, was employed in a defense factory. Friends of the family—another professor and his wife—were discussing with Jean and her mother and brother, the misfortunes of Mrs. Brown, who was afflicted with sclerosis of the nerves and progressing toward total paralysis.

"What causes that?" asked Jean.

"No one knows," answered the professor, who had studied considerable psychology—in fact had completed a minor in it as a part of his preparation for the doctorate but was not a professor of that subject.

"Can it be cured?"

"Not so far as we know at present."

"Just what happens in such a case?" continued Jean.

The professor drew a diagram of a synapse and explained how the hardening of the tissues was making it progressively im-

possible for nervous impulses to pass from neuron to neuron.

"Gee, that's interesting! Tell me more," exclaimed Jean excitedly.

"That's about all I know about that subject," confessed the professor.

"Then tell about something else in psychology. 'Psychology,' that's the word, isn't it? Gee, I've always wanted to know about things like that."

"Yes, that is the name applied to the field. After all, it is just the study of human nature."

"I'd like to know lots about it. I've thought about it a lot but never read anything or heard anyone like you tell about it. Why don't they teach that in school?"

"They do, Jean. Practically every college teaches some psychology."

"College! Do I have to wait till then? I want to know now. Can't you tell me some books to read that won't be too hard or detailed? Oh, this is lots of fun. Tell me more."

Jean was not unusual. The professor himself had often had similar desires to know when he was at about the same stage of maturity as Jean. Her mother and the professor's wife also showed an interest. Not the older brother, however. He limited his conversation to cinematography, airplanes, and vocational pursuits. ("I'm not against the rich man," remarked the brother. "I hope to be rich some day myself. Power to them.")

Thus Jean, at junior-high-school age, was engrossed in a subject usually found in junior college, and her brother, at junior-college age, engrossed in a subject which

EDITOR'S NOTE: *The opening incident narrated in this article is true, the author tells us, and it occurred recently. Dr. Shannon here offers a variety of proofs supporting his belief that adolescence is the logical time for a course in general psychology. "No other curriculum offering," he states, "would be more likely to catch the iron while it is hot." The author is director of research at State Teachers College, Terre Haute, Ind.*

the junior high school seems to think is its peculiar province. There is a growing belief, supported by reputable research, that junior-high-school pupils are too immature to be expected to make vocational choices and enter into vocational specialization in senior high school.

Might it be, on the other hand, that elementary psychology, traditionally offered in junior college, comes too late? Regardless of the proper or the improper emphasis being placed on prevocational and vocational education in our junior and senior high schools, a good case can be made for the teaching of a general introductory course in elementary psychology at about the time youths' adolescent changes are blossoming most saltatorily.

Early adolescents are more or less naturally introspective. The rapid anatomical and physiological changes they have just undergone have had psychological concomitants of an affective nature. Youth's new emotional tendencies often prove a source of wonder to them; their physical and emotional changes lead them to direct more attention inward. They begin thinking more deeply into their own experiences. How timely at that stage of maturing would be the reading of William James' chapter on the self!

If that particular chapter is too difficult, a simplification of it could be substituted. Such timing of academic offering to the readiness of pupils would be the acme of propitiousness. No other curriculum offering would be more likely to catch the iron when it is hot.

Generalized courses in the junior high school have become the mode, and wisely so. We have general science, general mathematics, general shop, general office practice, general language, general social studies. Why not also general psychology?

There is a growing popularity of the 6-4-4 school organization, and it is being predicted that such organization is destined for much greater popularity. In this system

the period of "general" courses is extended another year beyond that in the present popular 6-3-3 and 6-6 plans. If secondary schools of the future have courses as such at all, a course in general psychology is hereby nominated for the last year of the early adolescents' school, which is approximately our present tenth grade. If courses as such are abandoned, and individually directed experiences substituted, let them follow natural interests, which will include study of the science of human nature.

A truism in education is that education is adaptation. It has been conceded that if one is to adapt to his environment he must know his environment. But is that all? Mustn't he also know himself?

One should not overlook the fact, however, that a conspicuous part of any one's environment is himself. One must become adapted to himself, and he must learn himself in order to make a satisfactory adjustment. Early adolescence is the time when this self-adjustment is most necessary, most fascinating, and most feasible.

All students of adolescence agree that it is a period of mental morbidity, although the morbidities are not inherent. Perhaps light on the subject of human nature coming early in adolescence will help dispel the darkness of mental slants characteristic of the period. It can dispel superstitions about adolescence, discourage adolescent seclusiveness, and by providing information openly it can diminish the unguided introspection which may lead to morbid introversion. It can help drive the spooks out of the darkness of adolescence and restore the period to one of wholesome-mindedness.

A general course in elementary psychology in the high school probably has greater chances for facilitating adaptation to one's environment—especially the social environment—and for broadening and deepening general culture than some other courses now popular in the program of studies. And, best of all, it can do much to keep adolescents mentally hygienic.

4 DEPARTURES

By in an Activity Unit on the Novel
SISTER M. JOSELYN, O.S.B.

I DO NOT PROPOSE to give here a detailed account of the construction and teaching of my ninth-grade activity unit on the novel. I should like rather to discuss the departures, more or less radical, of my plan from the cut-and-dried procedures so long accepted as wise and valid in English methodology, for by a series of fairly drastic innovations I was able to secure for my group results and successes in the reading of the novel which will interest alert teachers and perhaps encourage more of them to take new paths.

I began with a consideration of the individual, with the conviction that no two of my twenty-four ninth-grade girls were exactly alike in tastes, capabilities, and background. This I knew from tests, records, and several months' previous class contacts.

Here was my first departure, then, from the beaten paths of literature teaching. For it is the almost inevitable practice in teaching the novel to assume that a book (*Ivanhoe*, *Treasure Island*, etc.) is suited to many

pupils. I do not believe that it is, any more than a size 5B shoe would be suitable to twenty-four children casually collected. And even granted that the all-round book (or shoe) does give satisfaction to a predominant number of the group, still I do not see any justification for forcing discomfort and the pains of ill-adjustment on the remaining individuals.

So after a careful study of the novels available in our school library and in the easily accessible city libraries, and a full consideration of the types of girls with whom I was dealing, I chose for each pupil a novel which I believed would be suitable to her reading level and of more than average interest to her. The novels varied in difficulty from *The Little Shepherd of Kingdom Come* to *Vanity Fair*. The choice of authors was deliberately varied in order to bring about the consciousness in the class of the amazing breadth of type and literary styles that make up our literature.

Each girl was to read one novel. (I was convinced that, motivated properly, the group would average about three novels each, in which prediction I was subsequently proved exactly correct.) Books for further reading were to be selected from a posted standard list which I had composed from recommended lists.

My second departure came when I planned to permit each girl to work at her own rate of speed, and individually. There were to be no recitations, tests, reviews, reports, drills or assignments for the class in general. After roll was taken, the girls were free to move to an adjoining room which I set up as a quiet reading room—incidentally, ideally furnished and arranged for

EDITOR'S NOTE: Sister M. Joselyn figuratively tossed the school's classroom set of Cranford or Silas Marner or whatever it was into the ashcan, and gave her ninth-grade pupils an activity unit on the novel that allowed scope for their varied interests and abilities. That was in Stanbrook Hall, a high school of the Sisters of St. Benedict at Duluth, Minn. The author now teaches at the College of St. Scholastica, same city. Come to think of it, the ashcan possibly is a better literal than figurative place for classroom sets of novels. But be sure the school board clerk isn't watching.

just this purpose—or to remain in the regular classroom for conference or to carry on the brief written work which I had suggested as helps to profitable reading.

The schedule of work for the entire fifteen-day unit was posted on the activity-board. Each girl was allowed, even obliged, to plan her work for the class periods, with or without homework as she wished. In a first day's preliminary lesson (in which, too, we discussed a short, simple outline on the novel, of which each girl received a copy for future reference) I emphasized the aim of the unit to be reading—wide, deep, fascinating, free-lance reading—reading for fun and acquaintance rather than for knowledge or study.

We were ready to begin, for each girl, on the evening preceding the opening lesson, had taken her typed index-card with the name and title of her book to the suggested library, and had obtained her own novel, carrying out all the mechanical business of finding and drawing out the book unassisted.

My third departure proved stimulating and of real help both to me and the pupils. For instead of conducting the class in the conventional manner, I simply sat at my desk or "prowled" about the rooms. Several times during each period girls asked for help with difficult passages in their books, or wandered over to discuss with me some remarkable or thought-provoking development in their story.

I devoted part of three periods to background work with the five better-than-average pupils who were reading *Ivanhoe*. Soon the more rapid readers in the class began to come for help in the selection of their next book, although many made second choices unaided. Paper-checking I arranged at a minimum by the simple expedient of allowing the pupils to correct their own tests, standard book-report tests with handy keys. Paper work was definitely not important.

What written work there was, assigned

on the activities chart, was simple and different. (Departure number four!) Each chapter in the first novel read was to be given a name, and the name of the chapter which contained the climax was to be underscored in red. (In some cases this requirement had to be scaled down for the number of chapters; this was easily arranged in conference.) When the book was completed, each girl was to write her opinion of it, and list fifteen adjectives from a prepared list of words applicable to books, such as "sad", "moving", "realistic", "convincing", "truthful", etc.

If the girl had read a character novel she reported to me in a talk on the development and significant traits of the character or wrote a 150-word paragraph on the same subject.

New words met in the reading were entered with their meanings on a "word-thermometer", which had risen to 242 degrees (words) when the unit ended. According to a number typed on her preliminary index-card, each girl collected and posted material for a bulletin-board display on the author of her book. Book-jackets, illustrations, original sketches, portraits, and facsimilies were diligently sought out and posted. Each girl was required to present a short outline of the life of her author. This was a fine device to arouse interest and also a strong force toward socialization. In addition, each pupil took the test for her particular book in the manner mentioned before.

No written work was required on books read after the first, but the reader and I held a short "book-talk" so that I could determine the extent of comprehension of the reader. On the last day of the unit, we held an author-title spell-down organized by two of the pupils. This insured a ready acquaintance with all the books read, and provided fun and relaxation for the whole group.

The plan I have sketched here for the teaching of the novel was through its de-

partures successful and enjoyable because (1) it promoted a wide acquaintance of the pupils with books and authors of standard types on their reading levels; (2) it demonstrated that reading can be a source of fascinating pleasure and never-failing information; (3) it indicated how good books are found and the best ways to read them intelligently; (4) it pointed out meaningfully the difference between mere stories of nondescript literary value and books of standard value; and (5) it made for a ma-

ture sense of responsibility on the part of the individual for the planning and completion of her own work.

I do not present this plan as "the last word." Neither do I believe it feasible for adaptation in every learning situation. But I believe it successfully and worthily fulfills the best objectives for the teaching of literature, and that it answers adequately, if not triumphantly, the demand in up-to-date English methodology for "new lamps for old".



Seven Steps in Supervision

The writer of this article has experienced all phases of supervision. He has been supervised, has supervised others, has supervised those who have supervised others, and has attempted to teach graduate students the ways and means of effective supervision. . . .

These suggestions seem so primitive and obvious that it is astonishing how often some of them are overlooked by supervisors:

1. The supervisor should be sure that he is thoroughly prepared for each supervisory visit.

2. He should approach the class in a friendly, uncritical attitude.

3. Beyond asking a question now and then for information, he should be as quiet and unobtrusive as possible.

4. As soon as possible after a supervisory visit he should have a conference with the teacher, giving the teacher a full opportunity to explain the work,

its difficulties and its various problems.

5. In offering his criticisms the supervisor should be very definite, preferably offering commendatory criticisms before presenting unfavorable ones. Such generalities as "your attitude is not right" or "your presentation is not logical" or "your questions are not good" or "the pupils were not responsive" are valueless and irritating to the teacher, unless each general statement is accompanied by specific illustrations.

6. He should never leave the interview without giving the teacher some definite and practical suggestions for improvement, preferably in writing.

7. While this seems an unnecessary suggestion to any supervisor who has common sense, he should avoid commenting in the presence of other teachers or pupils on the work of the teachers whom he supervises.—EDWIN C. BROOME in *Phi Delta Kappan*.



Last Stanza of "The Star Spangled Banner"

The last stanza of "The Star Spangled Banner" contains more meaning for us today than the first one which is commonly used, suggests the Writers' War Board to the U. S. Office of Education, and it should be used in all schools. The last stanza runs as follows:

"Oh! thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation!

Blest with victory and peace, may the heaven-
rescued land

Praise the Power that hath made and preserved us
a nation.

Then conquer we must, for our cause it is just,
And this be our motto: 'In God is our trust.'

And the Star Spangled Banner in triumph shall
wave,

O'er the land of the free and the home of the
brave!"

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: EFFA E. PRESTON, JOSEPH BURTON VASCHÉ, R. W. HAMILTON, R. ELIZABETH REYNOLDS, FRANK I. GARY, and HARRISON BARNES.

Sometimes we wonder whether our schools are too perfectly run. Maybe it would be better if we just let 'em amble along quietly for a while. E. E. P.

Milk & Peanuts

Dear Editor: Your readers might like to know what happened to a teacher friend of mine who frequently contributed to THE CLEARING HOUSE, and who is now in Washington doing a specialty for the Army.

He applied for a commission, had his first oral, and later his physical. Passed everything except weight—four pounds underweight. So they told him to stuff himself and come back. He did, with a large lunch—two quarts of milk and a couple bags of peanuts (in lieu of bananas). With great difficulty he managed to keep it all inside.

He totters to the scales. He steps on. He says he could feel the whole vast mechanism of the Army, from Guadalcanal to the shores of Tripoli, pause and hold its breath. And what do you know? He'd made it—with one pound to spare! The Army had got 133 pounds of second-looey, and 5 pounds of milk and peanuts. H. B.

Comments on All of Us

1. Some parents spend more in the saloon than in the school—but they want their children educated in the more weakly supported place.

2. Don't rate your pupils by the clothes they wear; Raleigh once spread a velvet coat over a mudhole.

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

3. A new school offering the traditional curriculum is like a clean sock on a dirty foot.

4. When a teacher spends a moderate week-end the pupils don't seem so dumb on Monday morning.

5. The big test of a pupil's training is what he does when the teacher leaves the room. A lot of teachers would prefer not to have their work tested on that basis. R. W. H.

Analyst

I had tried hard to teach my pupils to organize their work so that there would not be so much wasted effort and therefore they could work faster.

The idea was not so pleasant to a little Mexican boy, who exclaimed, "Yeah, but if we finish fast we have to work more!" R. E. R.

Only Pebble on the Beach!

One fair western city has sixty-three lady elementary teachers and one man, the latter for phiz ed and manual training. The board would like to hire more men, but so many fellows smoke and drink these days they just can't take the chance. The only reason they have the one man is that the law says these subjects must be taught, and ladies just can't fill the bill! J. B. V.

Don't look now, but our Progressive Education begins to seem a bit old-fashioned. We're really "facing facts" now; why keep on talking about doing so? E. E. P.

How They Rate

"I never worry about teacher rating," explained an observing principal. "When I look over my faculty at our weekly meeting, I am reminded of a freight train—all the empties are in the back." F. I. G.

Self-Appraisal GUIDANCE PROJECT:

An experiment of Philadelphia Junior High Schools

By PHILIP A. BOYER and PHILIP DAVIDOFF

ABOUT THREE years ago the principals and teachers in the senior high and vocational schools of Philadelphia engaged in a thorough-going cooperative survey of guidance practices and organization in their schools. The study indicated quite clearly that the trial and failure method of program selection should be used less frequently and that a more objective and broader preliminary program should be initiated to assist young persons in making this most important choice.

One of the areas that seemed to need special attention was the final year of the junior high school. In this year pupils make curriculum selections that are likely to be important determiners of the areas of activity in which they will engage throughout their senior-high or vocational-school program.

In the spring of 1941 a tentative outline of a research project in guidance was considered with teachers, principals and superintendents. It was decided to admit to the

experiment only two grade 9A classes in each of eight of the 25 junior high schools in the city. The study included 634 pupils. In order that the resources of the Division of Educational Research might be available continually, an assistant was temporarily attached to that division to devote full time as field coordinator for the project.

In order to permit the teachers and the pupils sufficient opportunities for mutual confidence and for the conduct of a minimum program in curriculum and vocational guidance, it was decided that the teacher-counselor should retain the same pupils in her homeroom during the entire ninth year and that each teacher-counselor should have one period per day free from regular teaching duties, to conduct personal interviews.

The special project was conducted during the school year 1941-42. Five major areas of activity, here chronologically arranged, were covered:

1. Launching the project with the pupils
2. Testing—administration and scoring
3. Short unit course in occupational information
4. Interviewing pupils—use of test results and other data
5. Evaluation

As part of the initial step in this work each pupil wrote an autobiography and career prophecy in order to clarify his present state of knowledge about himself, and to furnish a satisfactory base from which to evaluate the progress likely to be derived from a specially organized guidance program.

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EDITOR'S NOTE: *The experiment which is explained in this article has now become a program that is justifying itself in the Philadelphia junior high schools. During the course of the self-appraisal guidance project, many pupils have shown "greater appreciation of their real abilities and a decreased choice of the 'thrill' career". Dr. Boyer is director, and Mr. Davidoff is assistant director, of educational research of the Philadelphia, Pa., Public Schools.*

TABLE: COEFFICIENTS OF CORRELATION BETWEEN DIFFERENT ITEMS IN TEST BATTERY

Minnesota Test for Clerical Workers (Visual average of Numbers and Names tests on Numbers scale)	Cleeton Vocational Interest Inventory (Women)—OCA	0.06
Minnesota Paper Form Board	California Test of Mental Maturity—Non- Language	0.37
Minnesota Test for Clerical Workers (Numbers)	Philadelphia Fundamentals in Arithmetic (7A-8A average)	0.34
Minnesota Test for Clerical Workers (Names)	Philadelphia Reading Test—9A	0.31
Minnesota Paper Form Board	Garretson-Symonds Interest Questionnaire (Boys)—Technical	0.07

After the pupils had developed an interest in the possibilities of studying themselves through testing instruments, the following battery of tests was administered:

1. Garretson-Symonds Interest Questionnaire for High School Students—for boys; Cleeton Vocational Interest Inventory (Women)—for girls
2. California Short-Form Test of Mental Maturity—Intermediate S-Form
3. Minnesota Vocational Test for Clerical Workers
4. Minnesota Paper Form Board
5. Washburne Social-Adjustment Inventory (Thaspic Edition)

His own profile chart and directions for interpreting it were placed in the hands of each pupil for his personal use. The directions helped the parents to understand better the significance and goal of the special guidance program for their children.

The private interviews between the teacher-counselor and pupil and parent represented the culmination of the project. At this meeting the three interested parties considered the facts revealed by the profile chart, other data from the pupil's cumulative records, and the personal experiences and knowledge of the three participants. In the light of all the facts revealed, a career was tentatively selected and a course of action for future schooling mapped out.

Of the instruments used in the battery it may be asked whether they measured the same or different abilities. In order to ap-

proximate an answer, coefficients of correlation between the scores of several of the tests used in this guidance project were computed, and appear in the accompanying table.

All of the coefficients of correlation computed in the table indicate a positive relationship, ranging from 0.06 to 0.37. So far as we have investigated, these coefficients seem low and appear to indicate that although there was some overlapping, each trait investigated was reasonably distinct.

This self-appraisal program justifies itself if it really contributes to more rational career and curriculum choices by our boys and girls. True evaluation is a continuing process. To be effective it must be carried on cooperatively by all the participants. Complete and final evaluation of such a project must await the adjustment of the pupil to vocation and to life after completing school. In about a year a follow-up study of these 634 pupils will be made to see how well they are adjusting to the curriculums chosen after this special program.

Tentative evaluations were made of various phases of the project, based upon the results of questionnaires given to teachers and pupils, and upon evidence of increased maturity in the choices of pupils found in their final career prophecies as compared with their initial ones.

In summarizing the results of the teach-

ers' questionnaires we found that the overwhelming majority considered the program most helpful in the self-guidance of the pupils and in the production of better relations between them and their pupils. The teachers recommended that several instruments in the battery be changed and that the program be extended over a longer period of time than the last year in junior high school. In the light of their experiences, fourteen out of eighteen voted for the continuance of this type of guidance program.

In their final career prophecies many pupils showed evidence of a greater appreciation of their real abilities and a decreased choice of the "thrill" career.

One pupil who wrote in her initial career prophecy that she wanted to become a cook because she liked eating, wrote in her final prophecy, "Judging from my abilities and interests, I have decided that the occupation I am best suited for is stenographer or some other job of office type. . . ."

Another pupil wrote, "I now realize that becoming a singer was just a silly notion. The special guidance program helped me to see that the commercial course was probably the best course for me."

A boy who had stated a desire to become an electrical engineer early in the school year, wrote that as a result of the special guidance program he thought that because of his abilities and the limited financial resources of his family he should study mechanical construction.

The present self-appraisal program has

incorporated several changes to meet the criticisms of the former project. It will now be initiated in grade 8B (second half of the eighth year) and will run for a year and a half. Several classes are experimenting with the program by starting in grade 8A (first half of the eighth year) and continuing for two years.

The Division of Educational Research is offering two plans of testing to the participating schools, which include twenty-two of the twenty-five junior high schools. Plans I and II both utilize the following instruments:

1. Kuder Preference Record—measure interests
2. Washburne Social-Adjustment Inventory—Thaspic Edition

In the field of aptitudes, the plans diverge:

Plan I

1. Minnesota Paper Form Board
2. Minnesota Vocational Test for Clerical Workers
3. California Short-Form Test of Mental Maturity—Intermediate

Plan II

1. Chicago Tests of Primary Mental Abilities

The procedure will be similar in this project to the former one. Most of the former teacher-counselors have voluntarily joined this enlarged group and all have enthusiastically set forth to work. We are confident that the expanded program with its improvements will produce even more gratifying results than the original 1941-1942 project.



Turnabout

It was only a few short years ago that the young people graduating from high schools found themselves in a bewildering world that apparently had little need of their services. Today they find it even more bewildering because of the multitude of places where they are urgently needed.—CHARLES A. HENRY in *Occupations*.

Retort to a Critic

We at the Milne School, Albany, N.Y., are not teaching a narrow concept of Political History. We can't afford to sit quietly by while some pedant decides how narrow to make his definition of Political History. The boys and girls grow up and the neat conclusions pedantically conceived do not.—DONNAL V. SMITH reported in *Social Education*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

ACTIVITY: A Brooklyn high-school principal has stated, according to the *New York Journal-American*, that the Activity-Program method of teaching, which is spreading in the New York City schools, is imported from Russia, and that it is partly to blame for the recent outbreak of rowdiness in the schools. Just to keep the record straight, unless the activity method is to be credited to the prehistoric cavemen, its current development can be claimed for the United States. And as a matter of fact, we exported the idea to Russia, where the schools are now taking it up.

BOAZ: Professor Franz Boaz, Columbia University's great anthropologist, died December 21 at the age of 84. There is a moral for teachers in Boaz' life. Until 10 years ago, reports Albert Deutsch in *PM*, he was an ivory-tower scientist, remote from public affairs. Aroused by the peril of Fascism to the world, he came out of the tower slugging against the enemies of democracy, and spent the past 10 years in the service of anti-Nazi causes. Not long before he died he expressed regret for his years of scholarly seclusion from public affairs.

DELINQUENCY: As was expected, wartime juvenile delinquency is on the increase in various parts of the country. In New York City the venereal disease rate among boys and girls of 15 to 19 is up 22% over 1941, reports the Department of Health. Girls of 14 to 16 are reported by the police to be flocking to the Times Square area to meet soldiers and sailors, some for an innocent good time, some intent on going the limit. An understaffed police squad is assigned to watch for under-age girls who are with uniformed men. Over a long period, police have found that 10% of the young girls picked up have venereal disease. But you can discount the sensational stories in newspapers and a recent issue of *Time* about the reign of terror in the city's schools. It is true that conditions have grown worse, particularly in schools in underprivileged neighborhoods, that one teacher was murdered by his former pupils, that other teachers have been assaulted by pupils and parents, and that some teacher groups have publicly demanded regular patrolling of the schools by police. But as other teacher groups and the Public Education Association have pointed out, the hysteria was caused by "lurid headlines dealing with sporadic instances of unruly behavior on the part of pupils". The city's schools have not become

shooting galleries, nor can pupils get 3 baseball throws at a teacher for a nickel.

MOVING IN: A large number of colleges and universities will be turned into military training institutions, according to a government announcement. Apparently only part of some institutions will be taken over by the Army or Navy, but in others it will mean the end of college studies for all students except those taking engineering and advanced professional courses, or those who are under draft age. This move probably will save some colleges from the disruption or bankruptcy which might have followed general induction of its 18- and 19-year-old young men.

ANTI-SEMITISM: A nationwide survey of textbooks and required reading in public and parochial schools, with the aim of eliminating anti-Semitic passages, will be undertaken by a commission of religious leaders of all denominations, writers, and educators, headed by John Hammond, Jr., of the National Committee of Protestant Associates. A declaration of principles of the program states: "An endless, insistent sniping goes on on the very cornerstone of our life, the public school. An organized propaganda fans the flame of anti-Semitism as a means to divide and conquer us."

VOCATIONAL: Every means must be used to assist the nation's vocational schools to operate to the fullest extent possible for 12 months of the year, recommends the American Vocational Association. Future members of the armed forces must be given as much training as possible before reaching the draft age, urges the Association—"War news from North Africa is training news; 68 of every 100 men in our mechanized army must be trained specialists. A trained man is not cannon fodder." America's vocational schools have trained approximately 5,000,000 workers for war industries (and armed service) in the past two and a half years. The pace still needs to be accelerated.

PARADOX: When you think of educational inequality, don't waste all of your sympathy on the underprivileged states that have the least resources to support education. Save some of it for the world's richest metropolis, New York City. There is a serious shortage of working teachers in the city's schools, although there are thousands of qualified teachers

(Continued on page 320)

➤ EDITORIAL ➤

Our Pupils Must Maintain the Post-War Peace—If Any

FROM MANY sources are pouring floods of suggestions as to the best means by which the schools can contribute to the war effort. To the extent that individual schools have the personnel and facilities to drive toward these objectives, our government will have the united effort of the profession.

There is a very real danger, however, that too many schools will attempt more than their abilities will permit, resulting in a bogging down of the whole program for such schools. This is especially true for the large number of secondary schools throughout the country enrolling two hundred or fewer pupils.

One unusually important suggestion which, incidentally, has not been greatly emphasized thus far, has greater implication for a future decent civilization, it seems to me, than any other. Moreover, it is one which can be followed in the smallest or the largest school. I refer to preparation for the peace which we all so ardently desire—a peace which we hope may be a permanent one.

Many of us vividly remember the high hopes with which we entered and pursued World War I. We remember, too, the awful disillusionment which resulted from the manner in which the peace was handled at Versailles, and the unwillingness of our own United States to go along with other nations of the world in building a strong League of Nations.

Unless the schools of America begin now to teach the absolute and imperative necessity for this country to stay with the work of reconstruction after the war is over, as well as seeing the war itself through, then the

race between civilization and catastrophe will result in a win for the latter.

We cannot assume that we will profit by our past experience. Our sacrifices will be many times greater than in World War I. We shall be more tired and exhausted than we were then. There will be an even greater demand for us to draw back into our shells. Furthermore, those who are now holding the political reins, as well as envisioning the future, will have passed from the active arena of world politics and economy long before the crisis has passed.

To prevent a recurrence of what took place following World War I will require nothing less than a major, all-out effort on the part of our schools to indoctrinate the youth of today with a world-wide outlook for tomorrow. They must be taught to insist that we grimly and persistently hang on as did the members of the Constitutional Convention in Philadelphia in the summer of 1787.

They must be taught, too, that this is not a matter for months, but for years; that the first great attempt at adjustment may require much of a decade; and that, following this first measure of success in attempting to build world peace, we shall need to continue permanently shouldering our share in maintaining it.

There must result from our effort a great upsurge in favor of our participation in world building—a truly crusading spirit as to the possibilities for world cooperation at the close of the war. It must cut across party lines, sectionalism, races, and all special interests.

We must have our pupils envisage a

world where imperialistic advantages will be renounced. They must learn the means whereby pledges for freedom of backward people must be turned into actualities as fast as they can be prepared for it. We must turn our words into deeds if our swords are ever to be turned into plowshares.

An increasing amount of material is becoming available in connection with the problem under discussion. All teachers must become acquainted with these materials, especially the teachers of social studies. A tremendous responsibility rests upon the shoulders of teachers of history and problems of democracy. The seriousness with which they enter upon this task will help determine the future security and well being of our earth's two billion human beings.

Some materials that will prove helpful are:

Headline Books of Foreign Policy Association in the last three years. Many of these will serve as background material:

some, like *Uniting Today for Tomorrow* bear directly on the problem.

The series of six reports being made by Stuart Chase for The Twentieth Century Fund will be indispensable. *The Road We Are Traveling: 1914-1942* and *Goals for America* have already been published. The other four will appear at intervals of a few months during 1943.

The Problems of Lasting Peace—Hoover and Gibson

A number of pamphlets are being issued by government departments: Here are some: *United Nations Discussion Guide*—U. S. Office of Education. *Toward New Horizons*—O. W. I., Washington, D.C. *The Atlantic Charter*.

Among magazine articles are: "The World We Want"—*Changing World*, Jan., 1942. "The American Plan for a Reorganized World"—*American Mercury*, Nov., 1942.

J. C. BIEHL



Ten Best Publications on Military Occupations

School and college counselors, librarians, teachers, parents, and young men about to be drafted will find helpful information in the following references on opportunities and requirements of the armed services, selected from 172 publications examined by Samuel Spiegler and Robert Hoppock, editors of the *Occupational Index*, published at New York University. The list is recommended to school and public libraries as the starting point for a collection on military occupations.

Baumer, William H., Jr., *He's in the Army Now*. 1942. New York: Robert M. McBride and Co. 254pp. \$2.50

Craige, John H., *Guide to the United States Armed Forces*. 1942. New York: Reader Mail, Inc., 635 Sixth Ave. 32pp. 11¢

Graham, Frederick P. and Kulick, Harold W., *He's in the Air Corps Now*. 1942. New York: Robert M. McBride and Co. 218pp. \$2.50

Greenleaf, Walter J. and Zeran, Franklin R., *Military Service*. 1942. Washington, D.C.: U. S. Office of Education. Vocational Division Bulletin No. 221. 44pp. 10¢

Occupational Index. A quarterly bibliography. New York: Occupational Index, Inc., New York University. This lists, annotates, and evaluates all new publications on military and civilian occupations, as they appear. Best references are recommended and starred. Annual subscription \$5.00.

Powell, H., *What the Citizen Should Know About the Coast Guard*. 1942. New York: W. W. Norton and Co. 194pp. \$2.50

The Conscientious Objector Under the Selective Training and Service Act of 1940. 1942. Washington, D.C.: Nat'l Service Board for Religious Objectors. 18pp. 5¢

Tuthill, John T., Jr., *He's in the Navy Now*. 1942. New York: Robert M. McBride and Co. 256pp. \$2.50

26 *Job Opportunities in the U. S. Army Air Forces*. 1942. Washington, D.C.: U. S. Office of Education. Chart 10¢

Zeran, Franklin R., *Opportunities in the United States Merchant Marine*. 1942. Washington, D.C.: U. S. Office of Education. Vocational Division Leaflet No. 9. 15pp. 5¢



BOOK REVIEWS



JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

"Air-Age Education Series". Prepared with the cooperation of the Civil Aeronautics Administration and sponsored by the Institute of the Aeronautical Sciences. New York: The Macmillan Co., 1942:

BOOKS FOR PUPILS

1. *Science of Pre-Flight Aeronautics for High Schools*, by Aviation Education Research Group, Teachers College, Columbia University. 856 pages, \$1.32.
2. *Elements of Pre-Flight Aeronautics for High Schools*, by Aviation Education Research Group, Teachers College, University of Nebraska. 556 pages, 96 cents.
3. *Human Geography in the Air Age*, by George T. Renner. 238 pages, 64 cents.
4. *Social Studies for the Air Age*, by Hall Bartlett. 169 pages, 60 cents.
5. *Globes, Maps and Skyways*, by Hubert A. Bauer. 75 pages, 40 cents.
6. *Flying High* (Anthology), by Rose N. Cohen. 320 pages, 76 cents.
7. *Wings for You* (Anthology), by E. A. Cross. 355 pages, 76 cents.
8. *The Air We Live In*, by George T. Renner and Hubert A. Bauer. 47 pages, 36 cents.
9. *The Biology of Flight*, by Frederick L. Fitzpatrick and Karl A. Stiles. 162 pages, 64 cents.
10. *Mathematics in Aviation*, by George Osteyee. 186 pages, 64 cents.

BOOKS FOR TEACHERS

11. *Education for the Air Age*, by N. L. Engelhardt, Jr. 55 pages, paper, 24 cents.
12. *Aeronautics in the Industrial Arts Program*, by Gordon O. Wilber and Emerson E. Neuthardt. 252 pages, 92 cents.
13. *Physical Science in the Air Age*, by J. G. Manzer, M. M. Peake, and J. M. Leps. 198 pages, 80 cents.
14. *Geographic Education for the Air Age*, by George T. Renner. 17 pages, paper, 20 cents.
15. *Elementary School Science for the Air Age*, by Charles K. Arey. 145 pages, 72 cents.

TEACHERS' MANUALS

16. *Teachers' Manual for Science of Pre-Flight Aeronautics for High Schools*, by George F. Stover. 248 pages, paper, 80 cents.
17. *Teachers' Manual for Elements of Pre-Flight Aeronautics for High Schools*, by Aviation Education Research Group, Teachers College,

University of Nebraska. 113 pages, paper, 48 cents.

18. *Teachers' Manual for the Biology of Flight*, by Frederick L. Fitzpatrick and Karl A. Stiles. 27 pages, paper, 20 cents.

For the present plan of emphasizing air education in many subject-fields of the high school, this is an important and timely series. Its 18 books include textbooks for pre-flight courses, textbooks for air education in terms of various standard subjects, supplementary texts for science courses, anthologies of air stories, reference books for teachers, and teachers' manuals for three of the texts.

The numbers for the books in the preceding list are not the publisher's, but were assigned by this reviewer so that he could avoid juggling 18 titles in one review. The scope of this series is best indicated by grouping the 10 books for pupils according to subject field. The books are referred to by number:

Pre-Flight: No. 1 offers a complete high-school science course in pre-flight aeronautics, covering one or two years. Its 700 illustrations serve well to clarify the text; and its laboratory exercises are arranged for use by science teachers who have not had extensive special training. No. 2 is prepared for a one-year course in pre-flight aeronautics, ending with units on "How Workers Prepare for Aeronautical Jobs" and "Living in an Air Age". Its 450 illustrations and its laboratory exercises serve the same purposes as those of No. 1.

Science: No. 9 is a supplementary biology text with two chapters on flight of insects, bats, and birds, and six chapters on the effects of flight on the human organism. No. 8 is a supplementary text on meteorology. No. 3 is a text explaining the new conception of geography brought about by the airplane. And No. 5 is a supplementary text on air navigation.

Social Studies: No. 4 is a social-studies text containing three chapters on the history of aviation, and six chapters on the present and potential effects of aviation on society.

English: No. 6 is a junior-high-school English-class anthology of articles, poems, and stories dealing with the history, pioneers, and present-day adventures of aviation. No. 7 is a similar anthology for senior-high-school English classes, emphasizing present-day experiences.

Mathematics: No. 10 is a mathematics text that deals with familiar processes, applied to the practical problems of aviation. Its problems range from grade 6 to grade 12 difficulty, and it may be used for source material or as a supplementary text.

Teachers' Manuals: Nos. 16, 17, and 18 are teachers' manuals for three of the preceding textbooks.

Books for Teachers: No. 11 contains an explanation of the series and its aims, and background material. No. 14 is a pamphlet attacking the present teaching of geography in the public schools as ineffective, and proposing that this subject be taught in every grade from 4 through 12, by teachers trained in geography. Furthermore, if geography is taught "as part of a combination social-studies program", geography must be the core of the whole process, and not just one of the parts. Can you swallow that?

No. 12 is a handbook for teachers and pupils, containing shop exercises in detail on model airplane and glider building. No. 13 is a teachers' guide on use of aeronautical materials in regular physics and general-science courses. And No. 15 is the elementary-school book of the series—a teachers' guide containing general-science text materials.

This series is a large undertaking, and it contains materials of value for many areas of the high-school program.

Background of World Affairs, by JULIA EMERY. Yonkers, N.Y.: World Book Co., 1942. 324 pages, \$1.72.

This is a textbook for high-school courses such as "World Affairs", "International Relations", and "Current Problems". Miss Emery is one of the early teachers in that high-school area, and this book grew out of the world-affairs course which she has taught for the past twelve years. Such a course, if based primarily upon current events themselves, as she points out, would be shallow; this text was written to supply the necessary depth.

The first unit deals with sources and uses of information, to help pupils through the jungle of conflicting testimony. Following units deal with the roots of the present world situation, and discuss the major efforts of the past fifty years to reach an international working basis, such as the League of Nations. The story of the world from 1919 to 1942 concludes the volume. Teaching aids include discussion questions, activities, chronological tables, and numerous maps and graphs.

Music, the Universal Language, by OSBOURNE MCCONATHY, RUSSELL V. MORGAN, and GEORGE L. LINDSAY. New York: Silver Burdett Co. 304 pages, \$1.92.

The publisher presents the scope of this book so tersely that we're going to quote: "Educators have long been seeking a very distinctive kind of chorus collection for high-school pupils. The specifications have been exacting: easy to sing yet beautiful and distinctive; varied in style and mood; representative of peoples, composers, and eras; suitable for classroom use, assembly, special occasions, and con-

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This is a book of music—the text matter of the units is brief and terse. And the songs march right down to the present, to include Cole Porter's "In the Still of the Night" and Jerome Kern's "Smoke Gets in Your Eyes".

The Rise of Our Free Nation, by EDNA MCGUIRE and THOMAS B. PORTWOOD. New York: Macmillan Co., 1942. 774 + lviii pages, \$1.88.

It would be impossible, the authors point out, to write a history of a European or an Asiatic nation at this time. They expect the United States to be around for some time in pretty much its present form—or they wouldn't have gone to the

considerable trouble of writing this American history for high-school pupils. This confidence in the democratic system pervades the book.

This text is highly readable, its style simple and terse. It carries the story of our country through the summer of 1942. Organization is in nine large chronological divisions, and there is a large number of special features and study helps. Proportions stated by the publisher are: political history, 53%, military history, 15%, and social history, 32%. And 25% of the book deals with the period since World War I.

The authors have tried to be objective, as witness: "It is the belief of many persons that the income tax, especially as it works today, is one important means of providing a more nearly equal distribution of wealth. . . ." Our schools would benefit by more social-studies books with sentences as short, crisp, and clear as those of Miss McGuire and Dr. Portwood.

The Dynamics of Vocational Adjustment, by DONALD E. SUPER. New York: Harper & Bros., 1942. 286 pages, \$3.

The Dynamics of Vocational Adjustment debunks the adolescent bogey and on the bases of needs brings reality to such adjustment factors as intelli-



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Fourteen of the fifteen chapters are well organized; they are filled with realistic facts and insights; and should be *must* reading for all guidance workers. They treat of the dynamics of growth and adjustment of young people in a changing society. With this excellent material as a background, the author could have further challenged us with a plan for organization and administration. He could well have challenged the structure of the secondary school in order to bring the dynamics of adjustment into proper perspective.

Instead, he seems willing to maintain the status quo of the subject-matter centered schools, with specialists attending to adjustments. He is apparently content in continuing to allow the curriculum to cause more problems than there ever will be specialists to care for them. In this last chapter he lets the school teacher down with a thud. Why couldn't he either have omitted it, or given us a

real challenge to go out and really meet the *needs* of youth?

DON RANDALL

Stories of Many Nations, selected and arranged by IRWIN H. BRAUN and D. EDWARD SAFAROIAN. Illustrated by Armstrong Perry. Boston: D. C. Heath & Co., 1942. 588 pages, \$2.

Sixty-four short stories, culled from a much larger number tried out in classes, make up this collection. Selected for high school pupils, the stories would be interesting to most adults also. Simplicity and artistry are the qualities the compilers have emphasized. The stories are not intended to be an inclusive anthology but are fairly representative of the literature and social background of the national groups considered. The book should serve to stimulate reading interest and might increase sensitivity to the special esthetic merits of the short story as a special art medium.

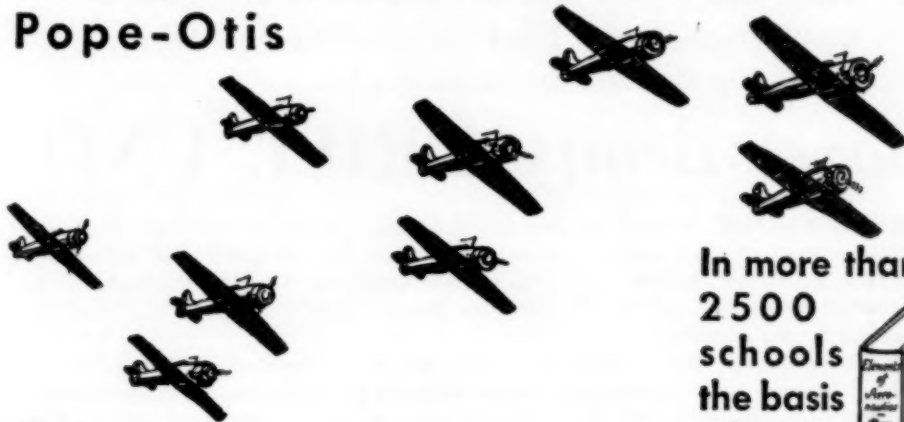
J. C. D.

How to Get a Secretarial Job, by LOUISE HOLLISTER SCOTT and ELIZABETH CORSON BELCHER. New York: Harper & Bros., 1942. 99 pages, \$1.

In a short, terse, and to-the-point volume of 17 chapters or sections, the authors have given the uninitiated the whole story of *How to Get a Secre-*

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All high-school pupils on junior and senior levels who read this book will probably enjoy it. For teachers who are planning one or more lectures in job-getting technique, *How to Get a Secretarial Job* will provide an excellent basic outline for a series of meetings.

L. W. ZIMMER

Mathematics in Daily Use, by HART, GREGORY and SCHULTE. Boston: D. C. Heath & Co., 1942. vii + 376 pages, \$1.32.

The authors of *Mathematics in Daily Use* have

attempted to solve all the arithmetical problems of the school in one textbook. For this reason much of the content is too simple for the ninth-grade pupils for whom the book is intended.

The applications of mathematics to life problems are extremely well done. It is modern to the point of including a study of war bonds. There are also two good chapters on mensuration and elementary algebra. Throughout the entire book problems have been applied to life situations. In the appendix of the book is a section of tests arranged according to chapters, and a table of measure.

In their desire to make mathematics meaningful the authors have oversimplified the subject matter. Despite the many applications to life situations, the pupil could not be interested in the work because it does not arouse his initiative. *Mathematics in Daily Use* might be used more advantageously in the eighth grade, or even in the seventh.

HARRY V. CLARK

Current Practices in Institutional Teacher Placement, by 35 members of the National Institutional Teacher Placement Association, Athens, Georgia. 1941.

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Placement, published in 1937. Both books were published through the collaboration of members of the National Institutional Teacher Placement Association. They set forth guiding principles for the selection of educational personnel which should be indispensable to school boards and administrators in the selection of teachers, and they are written by experienced people in language free from technical terms.

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Current Practices in Institutional Teacher Placement may be read by employers, teachers and college staff members.

IRA M. KLINE

Retail Sales Workers, Machinists at Work, and Doctors at Work, by Picture Facts Associates, Alice V. Keliher, Editor. New York: Harper & Bros., 1941. 56 pages each, \$1 each.

These three books are from Group III of the Picture Fact Books. Earlier publications in this series have included *Air Workers, Movie Workers, News Workers, Nurses at Work, Textile Workers, Farm Workers, Library Workers, Railroad Workers*, and others. They are uniform in size and in format, and are skillfully designed and beautifully printed. The illustrations—photographs and “pictographs”—have been carefully selected to tell the story with only a minimum of textual matter.

The books are prepared for upper-elementary grades or junior-high-school grades, but may serve a wider range, actually, as they are not patronizing iddy-biddy-kiddie books, but serious, business-like, thumb-nail representations of the various occupations. It would be unfair to call them “guidance” books, but it is inevitable that they should have, for students who use them, some considerable value as a means of understanding better the work and the workers of our society.

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Man and the Motor Car, edited by ALBERT W. WHITNEY. New York: National Conservation Bureau, rev. ed., 1941. 287 pages.

Even under gas rationing man still must use the motor car to maintain his efficiency. Men in defense, women in agriculture, boys and girls preparing to help must reckon with machinery for victory, and automotive machinery and its intelligent handling must be understood.

Man and the Motor Car covers effectively the essential knowledge the car driver should have to handle his car safely, to maintain it economically, and to keep on pleasant terms with other drivers. Why does even the newest and safest type of automobile get into accidents, cost so much to operate, and make us unpleasant on the highway? The greatest variable is the individual driver, and upon him the emphasis of this book is placed.

Definite procedures for learning the gearshift positions, starting the motor, stopping the car are given in friendly fashion. An amazing insertion is a chapter on handling a bicycle in traffic. Financial responsibility, generally omitted from the young driver's view of car enjoyment, is wisely discussed. Reading matter is lightened by photos and drawings

which might be larger and clearer and more logically placed. However, the written work is the outstanding feature of the book and more than compensates for the pictorial shortcoming. PHILIP COX, JR.

How to Locate Educational Information and Data, by CARTER ALEXANDER, New York: Bureau of Publications, Teachers College, Columbia University, 1941. 424 pages, \$4.

In 1935, Carter Alexander published a pioneer volume in the exploration of library sources for students and practitioners in educational research. After its general use, whereby desirable expansions and modifications have become recognized, he has now revised and enlarged the earlier volume.

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educators must be grateful to Carter Alexander for this handbook.

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We Americans: Who We Are; Where We Came From; What We Believe; Whither We Are Going, edited by ARTHUR POUND. Boston: The Atlantic Monthly Co., 128 pages, 25 cents.

This little booklet contains reprints from articles, chapters, and addresses by twenty leaders of American thought—scientists, philosophers, poets, business men, and commentators. First it presents, largely by means of quotations from sources, enlivened by "boxes", cartoons, and sketches, the nature and effects of racism, its scientific invalidity and its conflict with religion. The latter two-thirds of the book sketches the history of our mingled American people, of the lapses as well as successes in our efforts to practice American ideals of liberty and tolerance, and of the current American scene—intellectual, political, and geographic—wherein the contributions of men and women of various races, nationalities, religions, and social-economic origins are so inextricably interwoven.

A reading of this booklet gives one a new, a vivid appreciation of America as a conceptual force and a spiritual entity—unrealized, but in process; incom-

plete, threatened, but determined; aware of its imperfections and of its saboteurs who parade their "Americanism", but with its vision of human brotherhood, moving sturdily onward.

P. W. L. C.

Looking Ahead to High School with the Three Deuces, by C. E. ERICKSON and L. VAN BREMER. Bloomington, Ill.: McKnight & McKnight, 1942. 157 pages, \$1.50.

This attractive little book is addressed to youngsters in that important period of transition which occurs between the elementary and the high school. The story of their questions and quandaries and of the assistance they received from school officers and upper classmen is told by one or another of the two boys and a girl who compose the "three deuces".

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SCHOOL NEWS DIGEST

(Continued from page 305)

on the waiting list, according to the Parent-Teacher Association and the *New York Teacher News*. Half of the classes in one school have 40 or more pupils. When a teacher is absent, or is drafted, often his class is split between two other classes. In one case, a classroom with 39 seats has 50 pupils. In one junior high school, in violation of the state compulsory education law, some pupils get only 2 to 3 hours of instruction a day. At a recent rally, speakers protested against the lack of sufficient education, the dangers of increased juvenile delinquency, the blow at the morale of parents engaged in war work, the threat to the health of the children crowded into oversize classes, and the danger in the event of an air raid. Possibly some children in typical one-room schools with "9.8 pupils" get a better education than a New York City child who gets 2½ hours of schooling a day, and some of that perhaps in a class of 40 to 50 pupils.

READERS: Each man in the Penitentiary of New York City reads an average of 65 books a year, and only 8% do not patronize the prison library. We picked up this startling piece of information from a letter that Herman K. Spector, librarian of the penitentiary, wrote to us about a CLEARING HOUSE

article. In the past year the library circulated 70,534 novels and 29,628 non-fiction books, not to mention thousands of magazines. Teachers who can't get some of their pupils to read one book with good grace are hereby warned. This is a free country, and you can't lock children up with a pile of books.

TEACHERS: Several states are combatting the teacher shortage by permitting high-school seniors to teach, according to a *New York Times* survey reported by Benjamin Fine. This fall 25,000 emergency certificates were issued in some states to men and women who do not meet existing teaching requirements. But there is still an estimated shortage of at least 75,000 teachers. Many schools have closed, or have dropped departments or subjects, for lack of instructors. Hundreds of mathematics and science classes are involved in the shutdowns.

Some 20,000 vocational teachers have left their classes and have not been replaced, depriving 1,000,000 pupils of essential vocational training, reports the American Vocational Association. In many states, 40% of the agriculture teachers have left their posts. In some schools, janitors and retired teachers past 70 have been drafted as vocational instructors. One suggestion is that garage mechanics, steamfitters might be given a short, intensive course in teaching and shoved into the breach.

100 TIMES: A Los Angeles teacher got a ticket for violating parking rules. The judge, reports the *New York Post*, asked her what she did when her pupils broke rules. "I make them write the rule 100 times on the blackboard," she said. The judge must have had a reminiscent gleam in his eye as he passed sentence: "There's the court's blackboard. Better get started." This country is full of judges with a long memory and a prankish turn of mind. If you are ever "hauled up", better think of some other occupation to claim.

HEALTH FILMS: For the first time since 1924 the health film resources of the United States have been surveyed comprehensively, and the results have been published in a pamphlet entitled *Health Films*. It contains a descriptive list of 219 selected motion pictures, arranged under 38 subject classifications, from "Anatomy" to "X-Rays". Copies are available for 25 cents from American Film Center, 45 Rockefeller Plaza, New York City.

ONE-ROOM: Of the 7,800 teachers in South Dakota, 3,900, or more than 50%, teach in one-room schools. But in New Jersey, a densely populated state, only 176 of the 27,000 teachers, or .7%, teach in one-roomers.

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